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1922/23

INTERNATIONAL
YOUNG MEN'S CHRISTIAN
ASSOCIATION COLLEGE

SPRINGFIELD, MASSACHUSETTS

Thirty-fifth Catalog

1922-1923

WITH DIRECTORY OF STUDENTS

For 1921-22 and 1922-23

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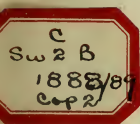
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Thirty-Fifth Annual Catalog

OF THE

International
Young Men's Christian Association
College

Springfield, Massachusetts



FOUNDED IN 1885

1922-1923



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Calendar

Annual meeting of the Corporation on the second Friday in June.

Three meetings of the Trustees are held annually—in September, in April and in connection with the Corporation meeting in June.

College financial year, September 1 to August 31.

1922

September 20—Wednesday . . . Beginning of Fall Term.
December 22—Friday Close of Fall Term.

1923

January 3—Wednesday Beginning of Winter Term.
March 19-23 Senior Trip.
March 19-23 Junior Trip.
March 23—Friday noon Close of Winter Term.
April 3—Tuesday Beginning of Spring Term.
June 10-15 Commencement.
September 19—Wednesday . . . Beginning of Fall Term.
December 14—Friday noon Close of Fall Term.

1924

January 2—Wednesday Beginning of Winter Term.
March 17-21 Senior Trip.
March 17-21 Junior Trip.
March 18—Tuesday Sophomore and Freshman Trips.
March 21—Friday noon Close of Winter Term.
April 1—Tuesday Beginning of Spring Term.
June 8-13 Commencement.
September 17—Wednesday . . . Beginning of Fall Term.
December 12—Friday noon Close of Fall Term.

College Holidays

Thanksgiving.
Washington's Birthday.
Memorial Day.

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1922-1923

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Members of the Faculty

LAURENCE L. DOGGETT, PH. D., M. H., D. D., President; *History and Literature of the Young Men's Christian Association*, . 250 Alden Street.

A. B., Oberlin College, 1886; assistant state secretary Ohio Young Men's Christian Associations, 1888; student Union Seminary, 1889; B. D., Oberlin Theological Seminary, 1890; A. M., Oberlin College, 1890; general secretary town Young Men's Christian Association, Oberlin, 1890; assistant state secretary Ohio, 1890-93; Ph. D., Leipsic University, 1895; state secretary Ohio Young Men's Christian Associations, 1895-96; president International Young Men's Christian Association College, 1896—; author "History of the Young Men's Christian Association," Vol. I., 1896; Vol. II., 1922; "History of the Boston Young Men's Christian Association," 1901; "Life of Robert R. McBurney," 1902; principal Silver Bay Institute, 1903-12; D. D., Oberlin College, 1911; editor *The Association Seminar*, 1912-18; M. H., International Young Men's Christian Association College, 1917.

JACOB T. BOWNE, M. H.; *Librarian Emeritus*, . 121 Northampton Avenue.

In business, 1863-77; secretary Young Men's Christian Association, Hudson, N. Y., 1877-78; assistant secretary Brooklyn, 1878-80; secretary Newburgh, N. Y., 1880-83; in charge of Secretarial Bureau of International Committee, New York City, 1883-85; professor and librarian International Young Men's Christian Association College, 1885-1923; M. H., 1906; founder Historical Library of the American Young Men's Christian Associations, 1877; founder of the Secretaries' Insurance Alliance, 1880; joint editor of "Association Handbook," 1887-92; author "Decimal Classification for Association Publications," 1891; joint author "Decimal Classification for Physical Training," 1901; compiler "Classified Bibliography of Boy Life and Organized Work with Boys," 1906.

FRANK N. SEERLEY, B. PH., M. D., M. H., Dean; *Hygiene and Psychology*, 180 Westford Avenue.

General secretary Young Men's Christian Association, Iowa City, Iowa, 1883-85; general secretary Davenport, Iowa, 1886-87; general secretary Oshkosh, Wis., 1888-89; student International Young Men's Christian Association College, 1889-90; professor, 1890—; M. D., State University, Vermont, 1891; B. Ph., State University, Iowa, 1896; student Clark University Summer School three years; member Springfield Board of Education, 1896-1912; student in psychology at University of Paris and physical director Paris Young Men's Christian Association, 1903-04; M. H., International Young Men's Christian Association College, 1907; Dean, 1907—; lecturer in colleges under college department, International Committee, 1912—; Y. M. C. A. war work, 1917-19.

HANFORD M. BURR, B. A., B. D., M. H.; *History and Philosophy*, 54 Alden Street.

B. A., Amherst College, 1885; B. D., Hartford Theological Seminary, 1888; assistant pastor First Church, Lowell, Mass., 1889; pastor Park Church, Springfield, Mass., 1890-92; professor International Young Men's Christian Association College, 1892—; M. H., 1911; postgraduate work in sociology, economics and psychology at Columbia University, 1897; author "Studies in Adolescent Boyhood," 1907; "Donald McRea," 1911; "Around the Fire," 1912; "Tales of Telal," 1914; "The Inner Office," 1916; "Cave Boys," 1923.

JAMES H. MCCURDY, A. M., M. D., M. P. E.; *Director of Physical Course*, 93 Westford Avenue.

Assistant secretary Bangor, Me., 1887; physical director Auburn, Me., 1888; student International Young Men's Christian Association College, 1889-90; athletic and aquatic director New York City Association, 1891-94; M. D., New York University, 1893; physical and medical director Twenty-third Street Branch Association, New York City, 1893-95; professor International Young Men's Christian Association College, 1895—; M. P. E., 1907; graduate student in physiology of exercise Harvard Medical School, 1896 and 1900; lecturer on physiology of exercise

Harvard Summer School, 1903-11; joint author "Decimal Classification for Physical Training," 1901; member of the Academy of Physical Education, of the Physical Directors' Society of the Young Men's Christian Associations of North America, of the College Directors' Society, of the Society for the Study of Athletics, of the permanent committee on international School Hygiene and of the National commission on the reorganization of secondary education; delegate to the National Collegiate Athletic Association; special collaborator for the United States Bureau of Education; president American Athletic Federation; author "Bibliography of Physical Training," 1905; editor *American Physical Education Review*, 1906—; honorary graduate Sargent Normal School, 1907; graduate student Clark University, 1908-09; A. M., Clark University, 1909; director Division Health, Hygiene and Athletics, War Work Council Y. M. C. A., France, 1917-18.

WILLIAM G. BALLANTINE, D. D., LL. D.; *Professor Emeritus, The Bible*,
292 Sumner Avenue.

A. B., Marietta College, 1868; A. M., 1874; graduate Union Theological Seminary, New York, 1872; student University of Leipsic, 1872-73; D. D., Marietta College, 1885; LL. D., Western Reserve University, 1891; assistant engineer American Palestine Exploring Expedition, 1873; professor of chemistry and natural science, Ripon College, 1874-76; assistant professor of Greek, Indiana University, 1876-78; professor of Greek and Hebrew, Oberlin Theological Seminary, 1878-81; professor of Old Testament language and literature, 1881-91; president Oberlin College, 1891-96; professor International Young Men's Christian Association College, 1897—; author of "Inductive Logic"; student University of Berlin, 1907-08.

JOHN F. SIMONS, B. H.; Registrar, 94 Massachusetts Avenue.

Business, 1890-96; general secretary Young Men's Christian Association, Philmont, N. Y., 1896-97; graduate International Young Men's Christian Association College, 1900; postgraduate course, 1901; assistant librarian, 1898-1910; B. H., 1910; registrar, 1910—.

ELMER BERRY, B. S., M. P. E.; *Associate Director of Physical Course; Physiology, Physiology of Exercise, Baseball and Director of Summer School*, 79 Albemarle Street.

B. S., University of Nebraska, 1901; student assistant physical department University of Nebraska, 1899-1901; second lieutenant Nebraska University Cadets, 1901; graduate International Young Men's Christian Association College, 1902; fellow, 1903; assistant professor, 1903-04; professor, 1904—; M. P. E., 1908; editor "A Manual of Marching"; instructor physiology of exercise and gymnastics, Silver Bay Summer Institute, 1906-18; special student Harvard Medical School, summers 1907-08; student University of Berlin, 1912-13; author "Baseball Notes for Coaches and Players," "The Forward Pass"; joint editor "Physical Effects of Smoking."

RALPH L. CHENEY, B. S., A. M., M. H.; *Director of Secretarial Course; Association Methods, Sociology*, 144 Massachusetts Avenue.

B. S., Oberlin College, 1898; in business, 1898-99; graduate International Young Men's Christian Association College, 1901; assistant secretary Albany, N. Y., Association, 1901-03; general secretary Niagara Falls, N. Y., 1903-07; B. H., International Young Men's Christian Association College, 1907; M. H., 1916; professor, 1907—; instructor Association Methods and Municipal Sociology, Silver Bay Summer Institute, 1908—; graduate work in Sociology and Economics, Columbia University Summer School, 1914; camp general secretary, Camp Upton, 1918; secretary Personnel Bureau overseas, War Work Council, 1919; A. M., Clark University, 1922.

FREDERICK S. HYDE, B. A., B. D.; *General History, English, Music, Drama*,
284 Pine Street.

Graduate Amherst College, 1888; teacher in Syrian Protestant College, Beirut, Syria, 1888-92; graduate Union Theological Seminary, N. Y., 1894; pastor Congregational Church, Groton, Conn., 1894-1907; professor International Young Men's Christian Association College, 1907—; editor "Springfield College Songs."

GEORGE B. AFFLECK, B. A., A. M., M. P. E.; *Hygiene, Anthropometry, History, Aquatics*, 190 Massachusetts Avenue.

Graduate Manitoba Provincial Normal School, 1895; B. A., University of Manitoba, 1897; assistant secretary Young Men's Christian Association, Winnipeg, 1898-99; physical director State Teachers College, Cedar Falls, Iowa, 1901-07; graduate International Young Men's Christian Association College, 1901; B. P. E., 1907; M. P. E., 1912; professor, 1908—; physical director Central Department Young Men's Christian Association, Chicago, Ill., 1907-08; A. M., Clark University, 1920.

WALTER J. CAMPBELL, M. A.; *Director of County Work Course; County Work Methods, Rural Economics, Rural Sociology and Sociology*,
68 Dunmoreland Street.

B. A., Princeton University, 1899; Princeton Theological Seminary, 1899-1902; M. A., Princeton University, 1902; director of playgrounds, New York City, summers 1900 and 1901; pastor Presbyterian Church, Suffern, N. Y., 1902-06; associate State County Work secretary for New York, 1906-11; State County Work secretary for Pennsylvania, 1911-14; director of County Work course, International Young Men's Christian Association College, 1914—; member of faculty, Silver Bay County Work Institute, 1906—; leader in "Challenge of the Country" at Eagles Mere and Northfield Student Conferences, 1912—; member of commission on Church and Country Life of Federal Council of Churches of Christ in America, 1914—; chairman of committee on Leadership Training of American Country Life Association, 1918—; Rural Extension Division Secretary of League to Enforce Peace, 1919—; President, National Federation of Collegiate Country Life Clubs, 1922.

MISS GEORGINA E. CARR, B. A.; *Librarian*, 5 Northampton Avenue.

Boston University, 1905; New York State Library School, 1906; Worcester Public Library, 1906-07; Union College Library, 1907; Troy Public Library, 1908-11; International Young Men's Christian Association College, 1912—.

STACY B. BETZLER, B. P. E.; *Director of Department of Corrective Gymnastics and Physiotherapy*, 51 Westford Avenue.

Instructor physical education Newark Academy, 1892-94; business, 1894-97; instructor physical education Providence, R. I., Athletic Association, 1897-98; student University of Virginia Medical School, 1898-99; instructor physical education Peekskill Military Academy, 1899-1900; Stroudsburg Normal School, 1900-01; Young Men's Christian Association, Cortland, N. Y., 1901-02; Young Men's Christian Association, Madison, N. J., 1904-12; two years' training in medical gymnastic department Vanderbilt clinic, Columbia University; ten years' experience as specialist in medical gymnastics; B. P. E., International Young Men's Christian Association College, 1916; professor, 1916—.

ARTHUR RUDMAN; *Personal Ethics, Religious Normal Work*,
Silver Street, Agawam, Mass.

Secretary Army Young Men's Christian Association, Spanish American War, 1899-01; assistant secretary Young Men's Christian Association, Fall River, Mass., 1901-04; secretary Army Young Men's Christian Association, Philippine Islands, 1904-07; the Presidio, San Francisco, Calif., 1908-11; secretary county Young Men's Christian Association, Franklin County, Mass., 1911-13; pastor First Congregational Church, Greenfield, Mass., 1913-16; secretary Army Young Men's Christian Association, Mexican Border, 1916-17; secretary War Work Council, France, December, 1917-April, 1918; professor International Young Men's Christian Association College, 1917—; director army work secretaries course, 1917-18.

GEORGE E. DAWSON, A. B. PH. D.; *Experimental Psychology, Anthropology*,
Rogers Avenue, West Springfield.

A. B., University of Michigan, 1887; student University of Leipzig, 1888-89; Fellow psychology, Clark University, 1895-97 and Ph. D., 1897; professor of English and classical languages, Carleton Institute, Farmington, Mo., 1887-88; principal Oil City, Pa., high school, 1889-91; professor English and literature, State Agricultural and Mechanical College of South Dakota, 1891-93; instructor English, University of Michigan, 1893-95; professor psychology, Bible Normal College, Spring-

field, Mass., 1897-1901; head department English and History, Pratt Institute, Brooklyn, N. Y., 1901-02; professor psychology, School of Religious Pedagogy, Hartford, Conn., 1902-1919; professor of education, Mount Holyoke College, 1903-08; director psychological laboratory, Henry Barnard public school, Hartford, Conn., 1908-16; clinical psychologist, Springfield, Mass., public schools, 1913—; lecturer psychology, University of Chicago, summers 1899 and 1911; lecturer history of education and educational psychology, New York University, 1905-06; professor experimental psychology and anthropology, International Young Men's Christian Association College, 1919—.

PAUL OTTO, M. P. E.; *Anatomy, Play Organization, Gymnastics, Athletics*,
2 Gerrish Court.

Instructor physical education, Mount Hermon preparatory school, 1912-15; director physical education, Boys' Club, Springfield, Mass., 1915-18; officer F. A., U. S. A., 1918; B. P. E., International Young Men's Christian Association College, 1918; professor, 1919—; M. P. E., 1919.

WARREN C. WADE, B. S., B. P. E.; *Chemistry, Physical Practice*,
64 Dunmoreland Street.

Spencerian Business College, Milwaukee, Wis., 1904-05; Beloit College, Wis., 1906-07 and 1908-11; B. S., 1911; instructor chemistry, physics and athletics, high school, 1911-15; U. S. Army, Infantry, 1917-19, first lieutenant, 1918; B. P. E., International Young Men's Christian Association College, 1917; professor, 1919—; summer sessions University of Wisconsin, 1914-19; summer quarters University of Chicago, 1921 and 1922.

LESLIE J. JUDD, B. P. E.; *Gymnastics and Athletics, Varsity Gymnastic Team Coach*, 61 Dunmoreland Street.

Business, 1905-10; championship gymnastic teams, National Eistedfod, Ballarat, Australia, 1906-07; physical director Young Men's Christian Association, St. Patrick's and Church of England Colleges, Ballarat, 1910-11; Perth Association, Western Australia, 1911-13; Bedford Branch, Brooklyn, N. Y., 1913-15; honorary captain with Australian Imperial Forces in France, 1917-19; graduate Silver Bay Summer School, 1915, member faculty, 1920; B. P. E., International Young Men's Christian Association College, 1920; professor, 1920—; member faculty Summer School, 1920.

JOHN D. BROCK, B. P. E.; *Secretary Physical Course, Physical Normal Work, Gymnastics and Athletics*, . . . 142 Massachusetts Avenue.

Physical director boys' camps, 1909-10; physical director Young Men's Christian Association, Bridgeport, Conn., 1910-17; instructor gymnastics Silver Bay, 1917; Y. M. C. A. camp physical director, Camp Jackson, 1917; director physical training and recreation, First Corps School, France—appointment by French Minister of War to Centre Regional Physique à Lyon, 1918; city physical director Young Men's Christian Association, Bridgeport, 1919-20; B. P. E., International Young Men's Christian Association College, 1910; professor, 1920—.

WILLIAM B. KIRKHAM, Ph. D.; *Biology*, 100 Mill Street.

A. B., Yale, 1904; A. M., 1906, Ph. D., 1907; Harvard Graduate School, 1904-5; assistant in biology, Sheffield Scientific School, Yale University, 1905-07; instructor, 1908-16; assistant professor, 1916-20; professor International Young Men's Christian Association College, 1921—.

LEONARD I. HOUGHTON, B. H.; *Accounting, Business Administration*,
203 Dunmoreland Street.

Graduate Albany Business College, 1909; Lafayette College, 1911-12; Columbia, 1912-13; International Young Men's Christian Association College, 1913-15; B. H., 1915; K. A. H. Honor Society; Teachers College and School of Business, Columbia University, 1920-21; Member National Association of Cost Accountants; business, 1909-10; Young Men's Christian Association, 1910-11; general secretary Adirondack Young Men's Christian Association work, 1915-17; Army Young Men's Christian Association, 1917; United States Army, Aviation Section, 1918; public accountant, 1920-21; professor International Young Men's Christian Association College, 1921—.

CHARLES A. HAWLEY, S. T. M., PH. D.; *Biblical History and Literature*,
38 Dunmoreland Street.

B. A., Hamilton College, 1916; B. D., Union Theological Seminary, 1919; S. T. M., 1920; Ph. D., Columbia University, 1922; graduate student in Semitics, Columbia University, 1917-20; assistant pastor Manhattan Congregational Church, 1919-20; graduate student in Biblical History and Literature, University of Basel, 1920-21; student in Semitic Philology, University of Halle-Wittenberg, 1922; student at the American School of Archaeology in Jerusalem, 1923; author "A Critical Study of the Peshitta of Ezra"; member of Society of Biblical Literature and Exegesis; professor International Young Men's Christian Association College, 1921—.

GUSTAV T. SCHWENNING, B. H., A. M.; *Director of Industrial Course; Economic History of Modern Europe, Industrial History of the United States, Industrial Association Work, Economics, Labor Problems, Personnel Administration*, . 100 Dunmoreland Street.

Assistant secretary Institute Branch Young Men's Christian Association on the Bowery, New York City, 1913-16; business secretary Bronx Union Branch Young Men's Christian Association, New York City, 1916-17; camp general secretary Army Young Men's Christian Association, Camps Stuart and Morrison, Va., 1917-18; director industrial Young Men's Christian Association work, United States Arsenal, Springfield, Mass., 1919-20; hut secretary Army Young Men's Christian Association, Camp Dix, N. J., summer 1919; B. H., International Young Men's Christian Association College, 1920; studied industrial Association work in New York City and vicinity and student at Silver Bay Industrial School, summer 1920; scholar in history and international relations, Clark University, 1920-22; Honorary Fellow, 1922-23; student in summer session, 1922; A. M., 1921; student in economics and labor problems, Columbia University, summer 1921; professor International Young Men's Christian Association College, 1921—.

FRANK M. MOHLER, B. A.; *Director Department of International Service; The Expansion of Europe in Asia; The Far East; Latin America; The Modern Expansion of Christianity*, 98 Dunmoreland Street.

Assistant secretary Young Men's Christian Association, Topeka, Kansas, 1901; B. A., Washburn College, 1904; Rhodes Scholar, Oxford University, England, 1905-08; secretary student department Young Men's Christian Association, Hongkong, 1909-11; associate general secretary, 1911-21; lecturer International Young Men's Christian Association College, fall 1921; lecturer Chicago Young Men's Christian Association College, spring 1922; graduate student of history and international relations, Clark University, 1922; graduate student in comparative religions, University of Chicago, 1922; Dean Department of World Relations, Silver Bay Summer School, 1922; professor International Young Men's Christian Association College, 1922—.

EDWARD J. HICKOX, M. A., B. P. E.; *Mathematics and Physics, Coach Football, Gymnastics and Athletics*, . 188 Massachusetts Avenue.

A. B., Ohio Wesleyan University, 1905; B. P. E., International Young Men's Christian Association College, 1914; M. A., Columbia University, 1921; departmental head physical education, Colorado College, 1914-17; A. E. F. and U. S. A. May 1917-October 1919; graduate student education, Columbia University, 1919-22; professor International Young Men's Christian Association College, 1922—.

WILLIAM D. McRAE, A. B., M. H.; *Assistant Director County Work Course; Field Training*.

A. B., Olivet College, 1901; M. H., International Young Men's Christian Association College, 1921; general secretary Lehigh University Young Men's Christian Association, 1901-03; assistant secretary Young Men's Christian Association, Holyoke, Mass., 1903-04; state county work secretary, New Jersey, 1904-11; California, 1911-21; New Hampshire, 1921-23; assistant director county work department for field training, International Young Men's Christian Association College, 1923—.

MRS. CAROLYN D. DOGGETT, M. A.; *English Literature*,

250 Alden Street.

A. B., Oberlin College, 1890; M. A., Wellesley College, 1893; Leipsic University, graduate work in English, 1894-95; instructor in Greek and general history, Pike Seminary, Pike, N. Y., 1885-88; principal Women's Department and professor English Literature and English History, Washburn College, Topeka, Kan., 1893-94; instructor English Literature, International Young Men's Christian Association College, 1898—; instructor MacDuffie School, 1906-09.

MRS. MARGARET M. OTTO, B. A., *English*, 2 Gerrish Court.

B. A., Bucknell University, Lewisburg, Pa., 1918; teacher English and history, High School for Girls, Reading, Pa., 1918-19; instructor English, International Young Men's Christian Association College, 1919—.

MRS. CARRIE H. SCHWENNING, A. B.; *English*, . 100 Dunmoreland Street.

A. B., University of Rochester, 1913; teacher of mathematics and Latin, High School, Pittsford, N. Y., 1913-15; instructor preparatory English, International Young Men's Christian Association College, 1920; information secretary Young Women's Christian Association, Worcester, Mass., 1920-21; student Columbia University summer session, 1921; instructor English, International Young Men's Christian Association College, 1921—.

LOUIS E. HUTTO; *Preparatory Physics*, 3 Portsmouth Street.

SEYMOUR S. TODD; *Preparatory English*, 250 Alden Street

JESSE O. P. MANHERZ; *Mathematics*, 387 Eastern Avenue.

Supervisors of Religious Education

H. A. Mountain (Head
Supervisor)

M. H. Cannon

A. J. Danielson

J. F. Drennan

C. A. Emmons

H. A. Engleman

A. J. Kaiser

H. J. Nossek

R. L. Novarine

D. H. Reid

F. A. Robbins

E. R. Seeders

L. L. Stacy

C. S. Stone

R. A. Stout

W. G. Symonds

H. Walker

I. G. Walmer

Object

The International Young Men's Christian Association College is the oldest professional school for training officers for service in the Young Men's Christian Association. Its primary object is to train officers for the Association. It was created and has been carried on by representatives of this organization. Only students with the ideals of the Association who desire to devote their lives to service among boys and young men are admitted. It has been found that Christian young men who have the qualifications for success in the Young Men's Christian Association are also in demand for service in other organizations of a similar character. Christian young men desiring to fit for similar service under other auspices are admitted.

The courses of study are as follows:

I. GENERAL COURSE

The general course fits all students for leadership in religious and social work. It aims to give the highest intellectual culture and a religious education in harmony with the results of modern science and biblical scholarship. This course embraces studies which underlie the work of an Association officer. Based upon the general course, which is taken by all students, are the technical courses which give a training for the particular department of service which the student expects to enter after graduation.

II. TECHNICAL COURSES

1. *Secretarial Administration.* This course prepares men for the various forms of secretarial administration. It trains men to become heads of departments and general secretaries. The four years' course enables the College to give extended instruction in business administration. This course is also adapted to prepare men for institutional work in churches, social settlements and kindred organizations. Religious work directors for Young Men's Christian Associations or churches will find this course of great value.

2. *Physical Education.* This course prepares Christian young men for work in physical education as physical directors in the

Young Men's Christian Association, in schools and colleges and in similar institutions. In recent years many openings have come for physical directors in connection with the playground movement. Advanced work in medical gymnastics is one of the features of this course.

3. *County Work.* The object of this course is to prepare students for leadership in religious, social and physical work among boys and young men in the country as county work secretaries or physical directors. This course covers four years, three years being taken at Springfield and one year at the Massachusetts Agricultural College at Amherst.

4. *Boys Work.* The object of this course is to train men for leadership in work among boys. When the College was founded in 1885 there were 400 employed officers in the Young Men's Christian Association. There are now 719 secretaries giving their entire time to work among boys and a large number of men occupying similar positions in boys clubs, social settlements and kindred organizations.

5. *Industrial Course.* The object of this course is to train leaders for religious, social and recreative work among men in industry. This course gives special attention to the study of economic and social problems and of the methods of Christian service among men in industrial pursuits.

Historical Sketch

The rapid extension of the Association movement between 1870 and 1885, the erection of large buildings and the marked increase in the size of individual Associations created a demand for trained men as officers. Later has come the widening of the field for social, religious and physical education.

It was in response to such appeals that this institution was founded by Rev. David Allen Reed, in Springfield, Mass., in 1885, under the name of the School for Christian Workers. Mr. Jacob T. Bowne, one of the secretaries of the International Committee, was called to take charge of the department for training Association officers. This was the pioneer attempt to train secretaries for the Young Men's Christian Association in a

professional school, all previous efforts having been made either in summer schools or training centers. Many of the leaders in the secretaryship throughout the world are graduates of the Springfield College. In 1886 the department for physical training was established under the direction of Dr. Luther Halsey Gulick. This course has prepared a large proportion of the physical directors now in Association work and many of the leaders in other forms of physical education. In 1890, as a result of a demand from the Associations, the Association department was separately incorporated as the International Young Men's Christian Association Training School. The following year a desirable property, consisting of thirty acres of land bordering on Massasoit Lake, was purchased. After determined effort, under the leadership of Mr. Oliver C. Morse, corresponding secretary of the Training School, funds were secured for a model gymnasium building, which was completed in 1894. An athletic field was equipped for sports the same year. The pressing need of a dormitory and recitation hall was met by the erection in 1896 of the present attractive headquarters of the institution. In the spring of 1901, through the efforts of the students, the Washington Gladden boathouse was erected. In the summer of 1904, through the generosity of Mrs. Eleanor S. Woods of Springfield, a most attractive social building, containing a dining hall, parlor and additional dormitory facilities, was erected and equipped at a cost of \$20,000. Gerrish Grove, consisting of seventeen acres of land, was added to the campus in 1906.

In view of the increase in the number of students and as a fitting recognition of the twenty-fifth anniversary, which occurred in 1910, an effort was undertaken by the trustees to greatly extend the equipment of the College and thus enable it to do an enlarged and more specialized work. This plan involved a new library building, an additional gymnasium, a new athletic field, a heating plant, a dormitory and a large addition to the endowment. Marked progress has been made in carrying out these plans for a larger work. Through the generosity of Mr. Herbert L. Pratt, the new athletic field was completed in the fall of 1910. The new gymnasium and the remodeling of the old gymnasium have provided an excellent equipment for the physical department. The heating and lighting plant adds much to the

comfort and efficiency of the work of the College. Mr. Herbert L. Pratt has further contributed to the cause of physical education by providing the McCurdy natatorium, which was opened for use in May, 1913, at a cost of \$25,000. In October, 1913, the new library building was dedicated by Honorable William Howard Taft. This is a fireproof building of the most modern appointments, erected at a cost of \$80,000. In the spring of 1917, at a cost of \$16,000, eleven acres adjoining Pratt Field were added to the College campus. In the fall of 1918 Woods Hall, at an expense of \$40,000, was transformed into a modern student Association building, furnishing an admirable center for student life and the work of the student Association. In 1921 twelve acres of land were purchased on the south shore of Massasoit Lake, adjoining Gerrish Grove. This provides a total of forty acres, which are used for instruction in camp craft. In 1922 three acres of land directly east of Pratt Field and fronting on Hickory Street were purchased at a cost of \$10,000. In the summer of 1922 contracts were let for a building to house the new medical gymnastic department and the college infirmary. This building has been erected at a cost of \$80,000. The infirmary section has six private rooms and a ward with six beds. There is also a nurse's room and a diet kitchen. Two floors of the building are given to corrective gymnastics and are equipped with the most modern apparatus for physiotherapy. These grounds and buildings, with the advantages of Massasoit Lake, make an ideal equipment, while the proximity of 300,000 people within ten miles of the College campus affords admirable opportunity for leadership in altruistic endeavor.

With this external development there has been an even more important internal educational evolution. This has resulted in a carefully shaped curriculum of study, covering four years for high school students and a graduate department for college graduates. Another result has been the gathering of a competent faculty of specialists.

Since its inception, this College has stood for the study of humanics. Following the ideals of the Young Men's Christian Association, it has studied the nature of man from three aspects—body, mind and spirit. This conception furnishes a philosophy

for the curriculum and is a guiding principle which gives unity and symmetry to the work. Religious instruction is based upon a study of biology, psychology and sociology.

The College has stood for a high type of manliness in athletics. It has been an earnest advocate of clean sport and gentlemanliness on the athletic field and on the gymnasium floor.

Religious Education and Social Service

The International Young Men's Christian Association College has arisen in response to present-day needs. It has grown out of the changed conditions in city and rural life and the new conception of Christian work.

1. *Religious Education.* A religious education based on the study of human needs and the religious heritage of the race, in touch with modern thought and adapted to the conditions of the present day, is one of the important opportunities afforded by the College at Springfield. A religious education must have at least three elements—a study of the Bible, a study of the development of Christian thought and history, and of the social, economic, moral and religious needs of our time. These courses are fundamental to all institutional workers whether in the secretaryship or the physical directorship, in social settlements or in boys clubs. Just as the Young Men's Christian Association has placed its welfare and institutional work on a religious basis, so the College relates its technical and social courses to religious education.

2. *Social Service.* The College aims to fit all of its students for social service as a natural result of a religious education. The industrial environment of today demands Christian men who understand the civilization in which they live and the needs of men around them. Through courses in economics, sociology, municipal sociology, community and personal hygiene, ethics and methods of work among young men and boys, the College offers most attractive courses of study.

These courses in social service and religious education are fundamental to the various phases of work for the religious and social betterment of men and boys as carried on at the present day.

Degrees and Diplomas

The College possesses a charter from the Massachusetts Legislature giving the right to grant degrees.

The degree prescribed for the secretarial course, the county work course, the boys work course and the industrial course is Bachelor of Humanics (B.H.). This is in recognition of the student's having completed a thorough study of man—spiritually, intellectually, socially and physically.

The degree prescribed for the physical course is Bachelor of Physical Education (B.P.E.), in recognition of the student's having completed a thorough course in physical education.

For graduate work are given the degrees of Master of Humanics (M.H.) and Master of Physical Education (M.P.E.).

By vote of the trustees in April, 1915, it was provided that students entering with the college year, beginning September, 1916, will be expected to cover four years' work for a bachelor's degree.

Graduates of Springfield College are admitted to the Graduate School of Education at Harvard and may secure an M.Ed. in two years. Many graduates have secured M.A. and Ph.D. degrees at Clark University. A large number have also done graduate work for B.S. and M.A. degrees at Columbia University.

College Graduates

The course for college graduates covers two years. Credit will be given for satisfactory work done in other institutions.

The impression has prevailed among some that a college education without professional training is adequate for success in the general secretaryship or the physical directorship. This is not justified by experience.

The value of professional training for Association leaders has been clearly expressed by the Employed Officers of the North American Associations as follows:

"It is evident that, so far as length of service is concerned, the men recruited through the Training Schools have a distinct advantage, and that college graduates recruited through the Training Schools, although as yet comparatively few, are the most permanent recruits we receive, their likelihood of permanency being

more than doubled by the Training School course. The losses from the ranks of both college graduates and men out of practical life are appalling. Only about one in four of college graduates and one in five men from practical life, entering without special professional training, prove to be permanent."

Graduates of the International Young Men's Christian Association College serve more than twice as long in the Young Men's Christian Association as college graduates without this preparation.

Physical training offers to the college graduate the advantages of a comparatively new profession. The increase in the number of positions in Associations, preparatory schools and colleges during the last fifteen years has been very marked. There is also increasing demand for physical directors in the city schools. The Associations, schools and colleges are searching for men of moral earnestness and Christian character who have the necessary technical knowledge and executive ability.

The need of technical training for physical directors is clearly shown by the fact that only nineteen per cent of those who enter through an apprenticeship succeed. Of the college graduates who have entered the physical directorship without technical preparation, twenty-three per cent have served five years or more, while eighty-six per cent of the graduates of the College at Springfield have rendered five or more years of service in their chosen calling.

Under classmen of other institutions are invited to correspond regarding the selection of courses of study while they are preparing to come to Springfield.

The commission on recruiting and training of employed officers, meeting at Atlantic City, April, 1916, made the following report:

"The Association Colleges are the standard agencies of preparation for the Association vocation. Summer schools are primarily for continuation study and secondarily for introductory and preparatory study. The training centers are intended to provide instruction and coaching in selected local Associations for the preparatory and supplementary training of the local staff."

The International Convention held at Cleveland in May, 1916, adopted the following resolution:

Recommendation Nine: "The most efficient type of vocational

training as a rule is possible only in the Association College, and emphasis should be placed upon this training as most desirable."

Buildings and Grounds

The College has been provided with a property admirably adapted to its purpose, located on both shores of Massasoit Lake. The campus and athletic grounds now consist of thirty-five acres of land, within fifteen minutes' ride of the center of the city. In addition to this, on the opposite side of the lake, the College possesses Gerrish Grove, a tract of forty acres.

ADMINISTRATION BUILDING

The administration building is an attractive four-story brick structure, overlooking the lake. The first floor contains the lecture hall, the reception room and business offices.

The three upper floors contain three classrooms and sleeping rooms for ninety students. Each floor is provided with lavatories and baths. In the basement there is provision for a chemical laboratory and storerooms.

LIBRARY

The library building, a fireproof structure with a modern library equipment, occupies the southern side of a quadrangle which is the center of the College campus. This building is particularly designed for the students of a technical school.

Special seminar rooms are provided with twenty-four private desks so that theses and original studies can be followed consecutively.

The library contains 18,633 bound volumes and some 113,000 pamphlets and magazines bearing upon the subjects taught in the institution. These include a valuable historical collection of Young Men's Christian Association publications in nineteen languages and dialects and covering the work of about eighty years; a collection on Boy Life and Organized Work with Boys; also "The Gulick Collection of Physical Training," one of the most complete collections of works on this subject. The Rural Life library is an important and growing collection. Additions to these sections are being made constantly.

The reading room has on file one hundred and twenty periodicals.

The library is supported in part by income from "The Mary R. Searle Memorial Fund," and from current gifts of alumni, students and friends; the Rural Life library by the income of the "William B. Warne, Jr. Memorial Fund."

The Springfield Public Library containing upwards of 250,000 volumes, one of the great circulating libraries of the country, is, by the courtesy of that institution, at the service of the students without expense.

GYMNASIUMS

The East Gymnasium

This building, erected in 1894, the gift of Col. Charles A. Hopkins, Mr. Preston B. Keith, Mr. Benjamin Thaw and Mr. Rowland Hazard, has been entirely remodeled in its heating, ventilating, lighting, locker and bathing features. It is thoroughly equipped with dumb-bells, wands, Indian clubs, stall bars and heavy apparatus. The size of the gymnasium floor is 48 by 74 feet. This building contains two offices on the first floor and three rooms on the second floor.

The West Gymnasium

This building, erected in 1911, is a model gymnasium. It contains in the basement rooms for boxing, wrestling, fencing, a locker room used for extension courses, a lecture room for class teaching of physical education theory and a storeroom. On the first floor is the gymnasium, 57 by 97 feet. On the second floor is a running track constructed with a visitors' gallery next the railing.

McCurdy Natatorium

Between the two gymnasiums, there was completed in the spring of 1913 the McCurdy natatorium, the gift of Mr. Herbert L. Pratt of New York City. The room is 42 by 84 feet and is thoroughly ventilated by plenum and exhaust systems. The plunge is 24 by 60 feet, with water depth of from 4 to 8 feet. Walls and floor of both room and plunge are finished in white tile and the ample skylight renders the entire room cheerful and healthful.

Tower

The basement has on the north side the fan room and on the south side the massage, hot room, lavatory and toilet. The first floor contains six offices for administration purposes. On the second floor are located the physiological laboratory with tables for thirty-four men and a lecture room seating comfortably seventy-five men.

WOODS HALL

In Woods Hall the College possesses an up-to-date student Association building which is the center of undergraduate life and furnishes an excellent opportunity for normal training in administration and religious work. The donor of this building was Mrs. Eleanor S. Woods, who had observed the need of greater social opportunities for the students. The central feature of Woods Hall is a dining room, attractively equipped, which accommodates two hundred guests. The building contains a model kitchen with modern equipment. The second floor is given up to the student store, post office, committee offices, guest rooms, moving picture outfit and social parlor.

PLAYING FIELDS

Pratt Field

This field, the gift in 1910 of Mr. Herbert L. Pratt, was said by James E. Sullivan, organizer of the Amateur Athletic Union, and other experts to be the best practical field in the United States. It contains a quarter-mile track, 220-yard straightaway twenty-four feet wide, eleven runways and pits for jumping and vaulting, seven tennis courts, a football field and a baseball diamond. A reinforced concrete fence eight feet high surrounds the field.

East and West Fields

These fields were leveled and equipped in 1910. Each has a football gridiron and a baseball diamond.

THE WASHINGTON GLADDEN BOATHOUSE

Through the efforts of the students and the generous gift of Mr. Frank Beebe of Springfield a boathouse was erected in the fall of 1901 on the borders of Massasoit Lake. Massasoit Lake,

which is two miles in length, furnishes an admirable opportunity for training in aquatics. A canoe carnival, probably the finest held in New England, is one of the picturesque events of Commencement week.

GERRISH GROVE

By a gift of the late Jacob Gerrish of Springfield, the College is enabled to preserve to a large extent the beauty of the shores of Massasoit Lake. Mr. Gerrish before his death deeded to the College seventeen acres of land on the shores of Massasoit Lake opposite the College grounds. This is useful for camping and athletic purposes.

LABORATORIES

The laboratory for the study of physiological physics and chemistry gives special attention to the study of the mechanics of the body and chemistry of digestion. Considerable equipment has been added to this laboratory recently, thus providing for a larger number of students and more extended experimental work.

The physiological laboratory, for the study of physiology of exercise, is equipped with ergographs, sphygmographs, sphygmomanometers, pneumographs, etc. Progress has been made in the study of blood pressure and the effects of fatigue.

The equipment in the biological laboratory was the gift of Mr. F. M. Kirby and is known as the F. M. Kirby Biological Laboratory. Additional gifts from year to year have increased its facilities. This laboratory is supplied with microscopes for the study of physiological structure and a microprojection apparatus which enables the entire class to do work in common. This laboratory is also used for work in histology.

SCIENCE MUSEUM

It is the aim of the College to collect a carefully arranged science museum which shall have two purposes: First, to show human evolution, indicating the place of man in the world. Second, a natural history collection which will be of use in training workers among boys. Already a beginning has been made in these two collections and a sufficient amount of material has been secured to illustrate the subjects desired.

MEDICAL GYMNAS TIC BUILDING

The Walter Rupert Weiser Infirmary, erected and equipped at an expense of \$80,000, is devoted to the department of medical gymnastics and to a College infirmary. Toward the cost of this building, \$40,000 was given by the Hampden Hospital trustees. The lower floor has equipment for hydrotherapy and an exercise room for corrective gymnastics. The second floor and the roof are devoted to various forms of physiotherapy. The third floor is given over to a College infirmary.

Normal Practice

The College is located in the Connecticut Valley in one of the most beautiful American cities, in close touch with some of the leading educational institutions of the East.

In no part of the world are there so many highly developed Young Men's Christian Associations as in the eastern section of the United States. The proximity of New York City with its varied work for young men, international, state and local, furnishes an opportunity to see all forms of Association activity in operation. The annual tours of the various classes and the frequent visits of Association leaders, bring the student into vital touch with the most aggressive phases of the Association movement. Association gatherings are frequently held at the College and opportunities occur each year for attending conventions. The churches of Springfield gladly welcome the services of the students in Bible teaching and in various forms of Christian work. The summer conferences at Northfield are within easy reach.

The College carries on a more extensive religious work than many of our large Associations. At the present time two hundred or more students are holding office or teaching in the church schools, singing in choirs, actively promoting missionary interests, working in Young People's Societies, etc.

Students in the county work course have unusual opportunities for normal practice. The Hampden County Improvement League is a new and virile organization for rural betterment. This League has a program affecting the life of the entire county—economic, social, intellectual, religious and physical. The offi-

cers of this organization gladly furnish opportunities for students of the College to engage in religious betterment. These opportunities are particularly desirable for men wishing to enter the county work of the Young Men's Christian Association.

The Boy Scout movement furnishes many opportunities for social service. Students from the College are called on to serve as leaders and also to give instruction in first aid and hygiene. Several patrols of scouts under the direction of students meet in the West Gymnasium.

The Sunday School Athletic League of Springfield, enrolling over 265 boys, is almost entirely under the direction of students.

This work and much of the normal work among boys is carried on in the evening in the gymnasiums, so that some 350 boys come to the College weekly and are under the leadership of its students. Students also have charge of the athletic teams representing the different grammar schools of the city.

Athletic clubs in connection with several of the churches also employ students as directors. These various activities afford excellent opportunities for the development of executive leadership in the students thus engaged, as well as giving them practice in coaching and officiating.

This work is not confined to the city of Springfield. Every year requests come from athletic organizations of surrounding cities for coaches, officials and gymnastic teachers. The normal work has grown very rapidly during recent years. Forty coaches and officials were furnished for Rugby football the past season and an equal number for Association football, basket ball, baseball and track.

One of the most attractive opportunities for normal practice is in connection with the Springfield high schools, which enrol over 1,400 boys between the ages of fifteen and nineteen.

The Springfield Boys Club for street boys is another opportunity. This club is under the direction of one of the graduates of the College. It occupies an attractive building erected at a cost of \$60,000 and has branches in different parts of the city. Students serving these clubs have opportunity to lead in athletics and to give physical examinations.

The playground associations of Springfield and other cities employ a considerable number of students during the summer.

The curriculum offers courses to all students who wish to prepare for playground work. The playgrounds throughout the country furnish an admirable opportunity for students to get experience during vacations and also to earn money for their college expenses.

The student Young Men's Christian Association at the College, through its various committees, carries on a large variety of activities—spiritual, social, intellectual and physical. This is an unusual organization, in many respects like a city Association. It is one of the few student Associations which carry on an all-round work. The budget last year of this Association, including current expenses, the dining hall, athletic games and the student store, amounted to \$150,000. The student Association is entirely administered by the students of the College. There are eighteen departments, each one of which is in charge of a committee. Among the features carried on by the student Association are an employment bureau and a monthly magazine. All of these activities furnish opportunity for training in executive work. The student Association employs a secretary who gives his whole time to the supervision of its work.

The dramatic club affords opportunities for training in dramatic expression which is carried on under the leadership of competent teachers.

The International Young Men's Christian Association College stands for the most thorough practical as well as theoretical training. The opportunities for participating in the various phases of work for young men and boys are abundant. In the city of Springfield a strong Association work has been developed on the metropolitan basis. The organization includes a central branch, two railroad branches and two student Associations.

The Central Branch is located in the heart of the city and has 3,500 members. The work is developed symmetrically. Special mention should be made here of the boys department with 700 members and the strong industrial department which is reaching large numbers of men. The Sunday program is one of unusual interest. Large meetings are held in the auditorium, which seats 4,000 people. These meetings bring to Springfield many leaders in Christian thought. The new building, which was entered in May, 1916, was erected at a cost of \$350,000.

The Springfield Railroad Branch has an attractive building erected at a cost of \$25,000. Its work is among 1,000 railway men employed by the three lines which pass through the city. An excellent opportunity is here afforded the students to participate in a modern progressive railroad department.

The West Side Railroad Branch has recently erected a new building at a cost of \$50,000. This is attractively equipped with complete facilities for work among railroad men. As the building is located near the railroad shops an excellent opportunity is afforded to see a community work in successful operation.

The village Association at Mittineague, an industrial community where work is done for both sexes, furnishes another opportunity for participating in social service.

The Ludlow Institute, also in a large manufacturing town, in a similar way enables students to share in community service.

The Holyoke Association has one of the finest buildings and gymnasiums in western Massachusetts and a well-developed Association work is carried on in all departments. Aggressive work is being conducted for the men in the mills and factories.

The Westfield Association has an attractive building in a community of 15,000 people, with a membership of some 300 young men. The regular Association features are well represented.

These various Young Men's Christian Associations are within easy reach by trolley of the College campus and give to the students a valuable opportunity to keep in active touch with work for young men and boys.

Religious Life

The students and faculty, through prayer meetings, chapel exercises and the study of the Bible, strive to maintain an earnest religious life in the institution. The week of prayer for young men is observed in November. Speakers of special power in inspiring students are invited from time to time to visit the College. There is a spirit of mutual helpfulness and brotherliness among the young men which is a means of real religious training.

The personal relations between the faculty and the students are most intimate. Interviews are frequent regarding the great

problems of religious experience, the transition through which a student passes in readjusting his religious views to the results of science and scholarship and regarding the personal problems which confront a young man who wishes to make his life count in Christian service. There are many opportunities for Christian work in Springfield and a member of the faculty, Mr. Rudman, gives a large part of his time to supervising the religious work of the students and training them for teaching and leadership.

Department of International Service

The Department of International Service of the International Young Men's Christian Association College has been established with three objects in view: (1) To offer certain new courses in national and international problems and missions. (2) To promote the interest of the foreign work of the Young Men's Christian Association by extending intelligence of this world service among the student body and by laying a foundation for the preparation of men who hope to serve abroad. (3) To look after the interests of the Nationals from abroad who are studying at the College.

The work of this Department is under the charge of a committee which has as its chairman Rev. James Gordon Gilkey of the South Congregational Church, Springfield. Other members of the committee are: Miss Mary M. Atwater, Mr. C. B. Potter, Mr. George E. Robinson and Mr. Blake A. Hoover of Springfield, Rev. Robert R. Wicks of Holyoke, Dr. G. Sherwood Eddy, Mr. John E. Manley and Mr. J. A. Urice of New York, Mr. Henry H. Collins, Jr. of Philadelphia, Mr. G. E. Hubert of Hartford and Professor Frank M. Mohler, Director.

Scholarships

The Committee on International Service offers a limited number of scholarships which are available for Christian students from abroad. Each scholarship covers the tuition and a portion of the room-rent and is valued at two hundred thirty-five dollars in United States currency.

The experience of several years on the part of Associations abroad reveals the fact that it is detrimental in most cases to send

men to this country who have not already had experience in the work of the Association. It is also stated with a great degree of certainty that results have been generally unsatisfactory if the student remains away from home too long. Another important factor is that other countries are developing efficient agencies for training their own nationals. Therefore, in most cases, the secretary who proceeds to America should come with a very definite and special purpose in mind and stay a comparatively short time, usually one or two years, depending upon his previous preparation. In awarding these scholarships preference is given to men who have had considerable experience in Association work, suitably qualified in English and with advanced academic credit.

The following are the conditions under which scholarships are awarded:

1. Candidates should be recommended by the National Committee of the Young Men's Christian Association of the country from which they come. In the case of candidates from missionary agencies or from government institutions, the recommendation of the supporting agency is essential and the approval of the National Committee of the Young Men's Christian Association is expected.

2. Candidates should read and speak English readily.

3. The approval of the Committee on International Service is necessary.

4. The scholarship is awarded on the understanding that the holder returns to his homeland to serve.

5. In case of a candidate for the physical course, it will be necessary to pass a satisfactory physical examination. This should be done before coming to the United States and should be reported on blanks which are available on application.

Additional information of interest to students from abroad may be obtained from the general secretary of the National Committee of the Young Men's Christian Association in countries where the Association has a national organization or may be had on application to Professor Frank M. Mohler, Director Department of International Service, International Young Men's Christian Association College, Springfield, Mass.

SECRETARIAL COURSE

Freshman

	Hours per Week	No. of Terms	Semester Hours	Page
English	3	3	6	49
Biology	4	3	6	47
Personal Ethics	4	1	3	45
Teacher Training	4	1	2½	44
Association History and Literature . .	3	1	2	45
Physiology and Hygiene	3	3	6	53
Accounting	2	3	4	60
Camp Craft	1	1	1	60
Library Methods	1	1	1	49
Physical Education Practice	3	3	6	91

Sophomore

Biblical Literature	3	3	6	42
Experimental Psychology	3	3	6	48
Genetic Psychology	2	3	4	48
English Literature	3	3	6	53
Municipal Sociology	3	1	2½	54
Sociology	3	1	2	57
Social Ethics	3	1	2	54
The Expansion of Europe in Asia . .	3	1	2½	57
Physical Education Practice	3	3	6	91

Junior

History and Philosophy of Religion . .	3	1	2	45
History of Christianity	3	1	2	45
Contemporary Civilization	3	2	4	57
Social Psychology	3	1	2½	57
Social Psychology Seminar	2	1	1½	57
Business Administration	3	3	6	59
Anthropology	3	1	2	56
Public Speaking	2	1	1	49
Economic History of Modern Europe .	3	1	2	75
Industrial History of the United States	3	1	2	75
The Modern Expansion of Christianity	3	1	2	58
Physical Education Practice	2	3	4	91

Senior

	Hours per Week	No. of Terms	Semester Hours	Page
Psychology of Religion	3	1	2	44
Principles of Religious Education . .	3	1	2	44
Methods of Religious Education . . .	3	1	2	44
Economics	3	2	4	56
History of Philosophy	3	1	2	54
History of Philosophy Seminar . . .	2	1	1½	54
Association Administration	3	2	4	51
Methods of Boys Work	3	1	2	53
Labor Problems	3	1	2	75
Physical Education Practice	2	3	4	91

Electives

Field Science	4	1	2	48
Play Organization	4	1	2½	87
Mathematics	3	1	2½	81
Biology	4	3	6	47
Personal Hygiene	4	1	2	84
Rural Sociology	3	1	2	66
Rural Economics	3	1	2½	65
World Classics	3	2	4	59
Public Hygiene	4	1	2½	84
Building and School Hygiene	4	1	2½	84
Far East	3	1	2	58
Latin America	3	1	2	58
Modern Authors	2	2	2½	82
Biblical Literature Seminar	1	3	2	43
Principles of Boys Work	3	1	2	70
Association Industrial Work	3	1	2	76
Rural Administration	3	3	6	
Personnel Administration	3	1	2	75
Thesis	3	3	6	49
Reading Course	3	3	6	49

COUNTY WORK COURSE

Freshman

	Hours per Week	No. of Terms	Semester Hours	Page
English	3	3	6	49
Biology	4	3	6	47
Field Science	4	3	2	48
Personal Ethics	4	1	3	45
Teacher Training	4	1	2½	44
Association History and Literature . .	3	1	2	45
Physiology and Hygiene	3	3	6	53
Accounting	2	3	4	60
Play Organization	4	1	2½	87
Camp Craft	1	1	1	60
Library Methods	1	1	1	49
Seminar			1	90
Physical Education Practice	3	3	6	91

Sophomore

Biblical Literature	3	3	6	42
Experimental Psychology	3	3	6	48
Genetic Psychology	2	3	4	48
English Literature	3	3	6	53
Rural Economics	3	1	2½	65
Sociology	3	1	2	57
Rural Sociology	3	1	2	66
Public Speaking	2	1	1	49
Seminar			1	90
Physical Education Practice	3	3	6	91

Junior

(Massachusetts Agricultural College Fall and Winter Terms)

Agronomy	5	1		
Animal Husbandry	3	1		
Pomology	3	1		
Farm Management	5	1		
Agricultural Economics	5	1		
Marketing—Coöperation and Credit . .	5	2		67
Civic Improvement in Rural Life . .	5	1		67
Rural Education	5	1		67
Rural Sanitary Science	5	1		68
Rural Organization	3	1		67
Journalism	3	1		68
Seminar			1	90

Field Practice Spring Term

Subject to change to meet individual case

Senior

	Hours per Week	No. of Terms	Semester Hours	Page
Psychology of Religion	3	1	2	44
Principles of Religious Education . .	3	1	2	44
County Work History and Methods . .	3	3	6	64
Anthropology	3	1	2	56
History and Philosophy of Religion .	3	1	2	45
History of Christianity	3	1	2	45
History of Philosophy	3	1	2	54
History of Philosophy Seminar . . .	2	1	1½	54
Social Psychology	3	1	2	57
Social Psychology Seminar	2	1	1½	57
Seminar			1	90
Physical Education Practice	2	3	4	91

Electives

Economics	3	2	4	56
Economic History of Modern Europe .	3	1	2	75
Industrial History of the United States	3	1	2	75
Labor Problems	3	1	2	75
Public Hygiene	4	1	2½	84
Building and School Hygiene	4	1	2½	84
The Expansion of Europe in Asia . .	3	1	2½	57
Far East	3	1	2	58
Latin America	3	1	2	58
The Modern Expansion of Christianity	3	1	2	58
Contemporary Civilization	3	2	4	57
Biblical Literature Seminar	1	3	2	43
Personnel Administration	3	1	2	75
Thesis	3	3	6	49
Reading Course	3	3	6	49

BOYS WORK COURSE

Freshman

	Hours per Week	No. of Terms	Semester Hours	Page
English	3	3	6	49
Biology	4	3	6	47
Field Science	4	1	2	48
Personal Ethics	4	1	3	45
Teacher Training	4	1	2½	44
Association History and Literature . .	3	1	2	45
Physiology and Hygiene	3	3	6	53
Accounting	2	3	4	60
Play Organization	4	1	2½	87
Camp Craft	1	1	1	60
Library Methods	1	1	1	49
Physical Education Practice	3	3	6	91

Sophomore

English Literature	3	3	6	53
Experimental Psychology	3	3	6	48
Genetic Psychology	2	3	4	48
Municipal Sociology	3	1	2½	54
Sociology	3	1	2	57
Social Ethics	3	1	2	54
The Expansion of Europe in Asia . .	3	1	2½	57
Physical Education Practice	3	3	6	91

Junior

History and Philosophy of Religion . .	3	1	2	45
History of Christianity	3	1	2	45
Contemporary Civilization	3	2	4	57
Social Psychology	3	1	2½	57
Social Psychology Seminar	2	1	1½	57
Business Administration	3	3	6	59
Anthropology	3	1	2	56
Public Speaking	2	1	1	49
Economic History of Modern Europe .	3	1	2	75
Industrial History of the United States	3	1	2	75
The Modern Expansion of Christianity	3	1	2	58
Physical Education Practice	2	3	4	91

Senior

	Hours per Week	No. of Terms	Semester Hours	Page
Psychology of Religion	3	1	2	44
Principles of Religious Education . .	3	1	2	44
Methods of Religious Education . . .	3	1	2	44
Economics	3	2	4	56
History of Philosophy	3	1	2	54
History of Philosophy Seminar . . .	2	1	1½	54
Principles of Boys Work	3	1	2	70
Methods of Boys Work	3	1	2	71
Association Administration	3	2	4	51
Labor Problems	3	1	2	75
Physical Education Practice	2	3	4	91

Electives

Mathematics	3	1	2½	81
Biology	4	3	6	47
Rural Economics	3	1	2½	65
Rural Sociology	3	1	2	66
World Classics	3	2	4	59
Far East	3	1	2	58
Latin America	3	1	2	58
Modern Authors	2	2	2½	82
Personal Hygiene	4	1	2	84
Building and School Hygiene . . .	4	1	2½	84
Public Hygiene	4	1	2½	84
Biblical Literature Seminar	1	3	2	43
Association Industrial Work	3	1	2	76
Rural Administration	3	3	6	
Personnel Administration	3	1	2	75
Thesis	3	3	6	49
Reading Course	3	3	6	49

INDUSTRIAL COURSE

Freshman

	Hours per Week	No. of Terms	Semester Hours	Page
English	3	3	6	49
Biology	4	3	6	47
Field Science	4	1	2	48
Personal Ethics	4	1	3	45
Teacher Training	4	1	2½	44
Association History and Literature . .	3	1	2	45
Play Organization	4	1	2½	87
Mathematics	3	1	2½	81
Accounting	2	3	4	60
Camp Craft	1	1	1	60
Library Methods	1	1	1	49
Physical Education Practice	3	3	6	91

Sophomore

Biblical Literature	3	3	6	42
Experimental Psychology	3	3	6	48
English Literature	3	3	6	53
Sociology	3	1	2	57
Personal Hygiene	4	1	2	84
The Expansion of Europe in Asia . .	3	1	2½	57
Physical Education Practice	3	3	6	91
Municipal Sociology	3	1	2½	54

Junior

Contemporary Civilization	3	2	4	57
Social Psychology	5	1	4	57
Business Administration	3	3	6	59
Anthropology	3	1	2	56
Economic History of Modern Europe .	3	1	2	75
Industrial History of the United States	3	1	2	75
Public Hygiene	4	1	2½	84
The Modern Expansion of Christianity	3	1	2	58
Physical Education Practice	2	3	4	91

Senior

Association Industrial Work	3	1	2	76
Association Administration	3	2	4	51
Psychology of Religion	3	1	2	44
Personnel Administration	3	1	2	75
Principles of Religious Education . .	3	1	2	44
Economics	3	2	4	56
Latin America	3	1	2	58
Labor Problems	3	1	2	75
Thesis or Reading Course	3	3	6	49
Physical Education Practice	2	3	4	91

Electives

	Hours per Week	No. of Terms	Semester Hours	Page
Biology	4	3	6	47
Physiology and Hygiene	3	3	6	53
Rural Sociology	3	1	2	66
Rural Economics	3	1	2½	65
World Classics	3	2	4	59
Genetic Psychology	2	3	4	48
Building and School Hygiene	4	1	2½	84
Social Ethics	3	1	2	54
Far East	3	1	2	58
Missions	3	1	2	
Modern Authors	2	2	2½	82
History of Christianity	3	1	2	58
Biblical Literature Seminar	1	3	2	43
Social Psychology Seminar	2	1	1½	57
Principles of Boys Work	3	1	2	70
Methods of Boys Work	3	1	2	53
Methods of Religious Education	3	1	2	44
Rural Administration	3	3	6	
History of Philosophy	3	1	2	54
History of Philosophy Seminar	2	1	1½	54

PHYSICAL EDUCATION COURSE

Freshman

	Hours per Week	No. of Terms	Semester Hours	Page
English	3	3	6	49
Biology	4	3	6	47
Mathematics	3	1	2½	81
Physics	4	2	4	81
Play Organization	4	1	2½	87
Personal Ethics	4	1	3	45
Teacher Training	4	1	2½	44
Association History and Literature . .	3	1	2	45
Library Methods	1	1	1	49
Technique of Teaching Physical Educa- tion	1	3	2	91
Physical Education Practice	4	3	8	91

Sophomore

Anatomy	4	2	6	80
Personal Hygiene	4	1	2	84
Chemistry	4	3	8	82
Experimental Psychology	3	3	6	48
Genetic Psychology	2	3	4	48
Biblical Literature	3	3	6	42
Practice in Teaching Religious Educa- tion	1	3	1	44
Technique of Teaching Coaching and Officiating	1	3	2	91
Practice in Teaching and Coaching . .	1	3	1	91
Physical Education Practice	4	3	8	91

Junior

Physiology	5	3	10	82
Building and School Hygiene	4	1	2½	84
Public Hygiene	4	1	2½	84
Anthropometry	4	1	3	85
History and Philosophy of Religion .	3	1	2	45
History of Christianity	3	1	2	45
Practice in Teaching Religious Educa- tion	1	3	1	44
Technique of Teaching and Coaching .	1	3	2	91
Practice in Teaching Physical Educa- tion	1	3	1	91
Physical Education Practice	3	3	6	91

Senior

	Hours per Week	No. of Terms	Semester Hours	Page
Diagnosis and Prescription	4	1	3	86
Physiology of Exercise	4	1	3	83
Physical Administration	7	1	3½	87
Psychology of Religion	3	1	2	44
Principles of Religious Education . . .	3	1	2	44
Methods of Religious Education . . .	3	1	2	44
Technique of Teaching Coaching and Officiating	1	3	2	91
Practice in Teaching Physical Educa- tion	1	3	1	91
Physical Education Practice	3	3	6	91

Electives

(Additional electives above the required eleven are allowed provided the elective does not interfere with a required subject and provided three-fourths of the scholastic work for the preceding term is above 80. These electives may be taken during any of the four years.)

	Hours per Week	No. of Terms	Semester Hours	Page
Camp Craft	1	1	1	60
Field Science	4	1	2	48
Municipal Sociology	3	1	2½	54
Rural Economics	3	1	2½	65
Sociology	3	1	2	57
Rural Sociology	3	1	2	66
Social Ethics	3	1	2	54
Anthropology	3	1	2	56
Contemporary Civilization	4	2	6	57
Social Psychology	5	1	4	57
History and Principles of Education . .	3	1	2	89
The Expansion of Europe in Asia . . .	3	1	2½	57
Far East	3	1	2	58
Latin America	3	1	2	58
The Modern Expansion of Christianity	3	1	2	58
Economics	3	2	4	56
History of Philosophy	3	1	2	54
Industrial History of the United States	3	1	2	75
Rural Administration	3	3	6	
Modern Authors	2	2	2½	82
Massage	4	1	3	90
Corrective Gymnastics	3	1	2½	86
Thesis	3	3	6	49

CURRICULUM OF ACTIVITIES

I. Instruction in Religion and Morals

1. With Groups.
 - (1) Teaching Bible classes.
 - (2) Shop talks and addresses.
 - (3) Preaching.
 - (4) Deputations.
2. With Individuals—Direct personal contact and comradeship with members of above groups.
 - (1) Visiting boys' homes.
 - (2) Hikes and camps.
 - (3) Personal interviews leading to decisions for Christian living.

II. Executive

1. Student Association officers, managers of teams, chairmen of committees, senate.
2. Boys' clubs, scouts, social centers, Young Men's Christian Associations.
3. Student instructors.
4. Student publications—*Student, Massasoit, Handbook*.

III. Physical

1. Instruction in
 - (1) Athletics.
 - (2) Games.
 - (3) Aquatics.
 - (4) Gymnastics.
2. Student instructors.
3. Membership in varsity teams.
4. Officiating.

IV. Educational

1. Student instructors.
2. English to foreigners.
3. Teaching in night schools and business colleges.

V. Social

1. Musical.
 - (1) Church choirs and orchestras.
 - (2) Glee club and quartet.
 - (3) Musical clubs.
2. Dramatic—plays.
3. Literary—literary societies, intersociety debates, reporting for daily papers, student publications.

Normal practice, supervised and graded, required of all students—
240 hours.

The Curriculum

Since the beginning of September, 1916, the College has offered four years work for students desiring to secure a degree and three years for students who are candidates for a diploma. The preceding diagrams outline the various courses offered.

The Springfield College offers a general course which fits all students for leadership in religious and social work. This course embraces studies which give intellectual development and underlie the work of an Association officer. Based upon the general course are five technical courses which give a knowledge and training for the particular department of work which the student expects to enter.

General Course

The General Course, which forms the foundation of the curriculum, embraces the studies which are common to all students at the College. It seeks to study the modern humanities—biology, psychology and sociology, as a preparation for religious thinking and for a student's technical training. It aims to give liberal culture through a study of English, literature and history. It also aims to give a religious education and a training in religious work to students in all departments.

1. Biblical History and Literature

(1) *The Historical and Literary Development of the Christian Religion.* Dr. Hawley, Sophomore year, three hours per week, 6 semester hours.

A thorough knowledge of the Scriptures is an essential for Christian leadership. This is fundamental in preparation for any position in the Association. This course is divided as follows:

(a) *The Old Testament.* The most vital portions of the Old Testament are read under the direction of the professor. The religion of the prophets is studied with a view to finding the historical background for the religion of the New Testament. Much attention is given to the fact that religion cannot be separated from history. Library topical work and practice in handling the original sources (in translation) is required for all work in the department.

(b) *Life and Teaching of Jesus.* The Gospels receive an exhaustive study to determine the teaching of Jesus in its historical setting and its implications to our present-day problems. The influence of Jesus in the progress of civilization receives special attention. The lives and activities of prominent Christian leaders are brought to the attention of the students.

(c) *The Expansion and Development of the Christian Religion.* A careful study of the "Acts of the Apostles" and the Epistles of the New Testament is made to show the development of the new movement among the peoples of the surrounding nations. Special attention is given to the missionary motive and appeal which existed in the early days of the church.

(d) Term theses are required of every student and personal conferences are conducted by the professor with the students relative to these theses. Training is given in historical and religious interpretation.

(2) *Biblical Seminar.* This seminar is open to a limited number of men of high standing after personal application to the professor. This seminar runs through the year and gives a thorough training in the interpretation of the literature of the Bible. Methods of presenting Bible study to young men and to Association groups are given special attention. Opportunity is given in the practice of formulating courses of Bible study. The seminar meets once each week in two consecutive periods. Different subjects will be treated from year to year, thus affording students who qualify an opportunity to take the seminar two successive years.

(3) *Biblical Seminar.* A. Subject for 1923-24: The Home-Land of the Bible. Professor Hawley will describe the findings of his travels in Egypt, Syria and Palestine with special attention to the historical geography of the regions where the characters described in the Bible lived and worked. The prophets will be studied in relation to contemporary events and records. The major part of the time, however, will be devoted to the presentation of the Life of Jesus as actually lived in His Galilean environment. The parables of the New Testament take on a new and added meaning when studied in their Palestinian setting. Practice will be given to teaching this new and fascinating method of Biblical study to Bible school classes.

(4) *The Religion of the Prophets.* B. The literary and non-literary prophets will be thoroughly studied as to (a) message; (b) personal biography; (c) contribution to religion. The importance of the prophets cannot be overlooked either from a literary point of view or from the fact that they laid the foundation for all further religious development. Much attention is given to the fact that the message of the prophets must be viewed in relation to contemporary events. Reports and term papers are required of each student. (This course alternates with course A.)

(5) *The Bible and the Koran.* In case there is a justifiable demand, Dr. Hawley will give a course preparing men for work among Moslems. The history of the Koran and the Life of Mohammed will be studied. Selected passages of the Koran will be examined to determine (a) religious teaching of Islam; (b) the ethical system of the Koran compared with that of the Sermon on the Mount; (c) missionary appeal of Islam compared with that of Christianity. This course will be illustrated with views taken by Dr. Hawley during his travels in Moslem lands.

2. Religious Education

(1) *Psychology of Religion*. Dr. Dawson, Senior year, fall term, three hours per week, 2 semester hours. This course consists of studies of the factors of the religious consciousness; the genesis of ideas relating to the supernatural, the survival of death, righteousness and sin and personal adjustment through Christ; and the instincts and feelings that motivate religion. Particular stress is laid upon the adolescent period of religious life, normal and pathological modes of religious self-expression and the laws underlying religious development.

(2) *Principles of Religious Education*. Dr. Dawson, Senior year, winter term, three hours per week, 2 semester hours. This course follows the preceding and completes the Senior year's work in religious psychology and education. It consists of studies of aims, material and methods of education in the light of racial and individual development and is intended to supply a body of principles to guide the student in his personal living and in his professional work.

(3) *Methods of Religious Education*. Professor Rudman, Senior year, spring term, three hours per week, 2 semester hours. The work of this term is the application of the theory given in the first two terms.

(a) The class discusses the problems to be faced in undertaking a new piece of work. Methods are determined partly by conditions, precedents, associates, etc.

(b) The history, principles and objectives of great religious movements offer a first-class opportunity for the study of methods. Leaders of these movements meet the class during the latter part of the term.

(c) Many students have problems which ought to be discussed in class for the benefit of all. Such discussions are a part of the course.

(4) *Teacher Training*. Professor Rudman, Freshman year, winter term, four hours per week, 2½ semester hours.

(a) The aim of this course is to acquaint the student with the fundamental laws of teaching, the principles of organization and administration and with other carefully selected material so that he may be efficient in his work in the clubs and churches.

The Massachusetts Sunday School Association issues a certificate, covering one year of work in the standard three-year normal course, to every student completing this course with a satisfactory grade.

Text-books: Weigle's "The Pupil and Teacher," Ahearn's "Organization and Administration of the Church School."

(b) *Practice Teaching*. Supervised by tutors. Freshman year.

The aim of this course, which is a part of 4 (a), is to develop technique in teaching. The class is divided into small groups, led by experienced tutors. Lesson outlines are prepared weekly by the students and graded by the tutors. Each pupil presents at least four lessons before his group.

3. Personal Ethics

Professor Rudman, Freshman year, fall term, four hours per week, 3 semester hours. The object of this course is to start the student on a thoroughgoing investigation of his own philosophy of life and help him to ground his own ideals of personal conduct. The ideals of the College call for nothing short of the best in personal character and professional efficiency if its men would measure up to the challenge of the world-wide field in ministering to the needs of men and boys. Often a young man's religion is traditional and second-hand rather than the result of personal thinking and vital experience. In the midst of the present-day conflict of standards and creeds it is very essential to have the fortifying conviction that vital religion is a life to be lived rather than a creed to be believed and that we may confidently face the mental conflict of standards due to advancing scientific knowledge if we hold fast in unswerving loyalty to the personal standards of individual character as exemplified in Jesus.

The method of instruction includes the use of text-books, classroom discussion, selected lectures and considerable collateral reading.

Text-book; "Problems of Conduct," Drake.

Required Reading: "Fight for Character," King; "Not in the Curriculum"; "What Men Live By," Cabot; "The Dynamic of Manhood," Gulick; "Some Christian Convictions," Coffin and a number of other books.

4. History and Philosophy of Religion; History of Christianity

Professor Burr, Junior year, fall and winter terms, three hours per week, 4 semester hours.

The aim of this course is to give the student a comprehensive view of the nature and development of religion, but with special emphasis on the history of Christianity and Christian civilization.

A study is made of

(1) The beginnings of religion and its influence on human life and history.

(2) Political, social and cultural forces influencing the development of Christianity.

(3) Comparison of Christianity with other world religions.

(4) The historic development of Christianity.

(5) Characteristic features of modern Christian thought and activity.

5. Association History and Literature

Dr. Doggett, Freshman year, winter term, three hours per week, 2 semester hours. The aim of this course is to acquaint all students with the history and development of Christian work among young men. A study is made of the early efforts in the Protestant Church, both in England and the United States, on the part of Christian young men to associate themselves together for religious work. Careful attention is given to the forces in the church and the conditions of social life which

made such a movement necessary. The Association is studied, not as a local or national, but as a world-wide endeavor. In the first period, 1844 to 1855, special attention is given to the London work and its formative influence. In the second period, 1855 to 1878, recognition of the leadership of the American work requires especial attention to the movement on this continent. In the third period, 1878 to the present time, more attention is given to the spread of the movement throughout the world. Modern Association history, to which a large part of the course is devoted, is presented in lecture form and by topics. Leaders of the present-day movement are frequently invited to speak on different phases. This course studies the development of the Association, its organization and policy, its literature and the fixed principles which govern its operation and its relation to the church.

Students are expected to read and review the more important works which the leaders of the Young Men's Christian Association have produced.

Text-books: "A History of the Young Men's Christian Association," Vols. I, II, L. L. Doggett, and "The Life of Robert R. McBurney," same author; "History of the Young Men's Christian Association" and "My Life with Young Men," Richard C. Morse.

6. Normal Work in Religious Education

Professor Rudman, director. The College offers what might be called a laboratory for religious work. In all branches of science the laboratory is the place for trying out theories and demonstrating facts. This might be sufficient reason for undertaking supervised normal practice, but it is not the only reason. Every Christian man must reproduce himself in others if he is to grow. To learn means to do, and opportunity must be afforded for those religious activities which will produce the best results in student character.

Every student is expected to make a place for himself in the life of some group. Many local organizations afford such an opportunity—the Sunday schools, Young People's Societies, Springfield Boys' Club, Young Men's Christian Associations, missions, men's clubs, factories, etc. The ever increasing number of immigrant young men affords a chance to teach English and thus render a helpful service. The members of the faculty bear an advisory relation to this work and assist the student in every way possible.

As an illustration, at present more than a hundred and thirty men are serving in church schools as superintendents or as other officers and teachers. Between thirty and forty are scoutmasters or assistant scoutmasters. A few men sing in church choirs, while a large number are directly connected in a helpful way with Young People's Societies and men's brotherhoods. Six are employed by churches as directors of activities—social and educational, and others by the Central and Railroad Young Men's Christian Associations and the Springfield Boys' Club and its branches. In coöperation with the religious and foreign work departments of the student

Association many activities are promoted, especially those of the week-end deputation teams which visit near-by towns for two or three days, presenting a social, athletic and religious program which appeals strongly to old and young alike. A particular effort is made to reach the boy. If the team represents the foreign work department, the emphasis is placed on the need for and the value of missionary activity. In addition, members of this department frequently address local church groups.

The religious normal work is divided into two classes. Under "Religious A" is classed all actual teaching of a religious nature, such as Sunday school classes, week-day Bible study classes, etc. Under "Religious B" are classed those meetings with groups or individuals where so-called religious material is not taught formally, but where the time is spent in an endeavor to contribute something to the character of the individual or individuals.

Credit is given for the religious normal work on the basis of one point for two hours' work. One period as a teacher in a class in religious education, which requires preparation, counts as one point. Two periods in normal work, which do not require preparation, count as one point.

For graduation every student must earn 40 points in "Religious A." In addition, men in the secretarial course must earn 40 points under "Religious B." These credits must be secured during the first three years at College.

The director, with the help of carefully chosen student assistants, supervises this work. The assistants are chosen because of character, ability, leadership and Christian experience. They have oversight of the students at work in the churches, clubs, factories, etc. Frequent meetings of this group are held when the work is reviewed and necessary action taken. The assistants, called supervisors, cultivate friendly relations between the College and the churches and other organizations. Each supervisor is assigned to not more than ten students.

Grades are determined by the supervisor in consultation with the pastors and superintendents of church schools or with the officials of other organizations. Ability, spirit, courtesy, appearance, relationship, etc., are considered in determining this grade. The grades are Excellent, Good, Fair, Unsatisfactory.

Points are given on a basis of time and grade. Of two students credited with an equal amount of time but different grades, the one with the higher grade secures the greater number of points. The grade of Unsatisfactory is failure.

7. Biology

Professor Kirkham, Freshman year, four hours per week, 6 semester hours. Laboratory fee, \$4.00, physical course, \$6.00.

The aim of this course is to give an understanding of the fundamental biological principles. Through study of structure and function in a series of plants on the one hand and of protozoa, invertebrate and vertebrate animals on the other, the various principles are made clear. Emphasis is placed upon

the relation of these fundamentals to a comprehensive knowledge of man's anatomy and physiology and of his place in nature. Comparative anatomy, embryology, genetics and organic evolution receive due attention.

8. Field Science

Professor Kirkham, Freshman year, four hours per week 2 semester hours.

Purpose: To familiarize students with their natural environment that they may interest, instruct and guide boys and young men.

Method: (a) Lectures, with demonstrations and reference readings upon the various phases of natural history.

(b) Field laboratory and notebook exercises calculated to test and develop ability of students in applying lecture material and in discovering new facts and principles for themselves.

9. Psychology

(1) *Genetic Psychology.* Dr. Seerley, Sophomore year, three terms, two hours per week, 4 semester hours. This course is designed to be a study of the psychology of development, observing in one's own life and in others the various stages through which all pass and their great importance. The evolution of the human soul in its complex environment furnishes examples of a serious nature when accurately observed and understood. The student is fitting himself to read character, understand cause and effect, supply the material for a better adjustment and correct personal deformities. The human instincts, their treatment in development and the possible results furnish material. Psycho-analysis is the final goal and psychotherapy the method. The plan is not to make experts in this field, but to make intelligent Christian workmen among boys and men.

(2) *Experimental Psychology.* Dr. Dawson, Sophomore year, three terms, three hours per week, 6 semester hours. The aim of this course is at once technical and cultural. In its technical aspect, it starts with the student's interest in himself and other people, as problems of normal or abnormal mentality, educational and vocational adjustment or maladjustment, and the like; and sets him to work, under the stimulus and guidance of requisite facts and principles, to observe, experiment with and interpret the psychological phenomena nearest to him. In this aspect of the course, the general viewpoint is genetic, the material is biopsychological and the method is experimental. In its cultural aspect, the course is designed to reveal the essential psychological forces in the student's own life and the lives of his fellows and to help him control these forces and utilize them in harmony with the best cultural ideals and activities of civilization. In this aspect of the course, the viewpoint is philosophical, the material is ethical and the method is practical.

10. English

Freshman year, three hours per week, 6 semester hours.

1. *Composition and Rhetoric*. Professor Hyde, Mrs. Otto and Mrs. Schwenning.

(1) Weekly essays throughout the year. Textbook of Rhetoric, College grade; studies in modern literature with view to composition, debating and speaking.

(2) *Drama*. An elective course in acting and practical staging of plays.

(3) *Literary and Debating Societies*. The Lee, McKinley, International, Philomathean and Weidensall societies furnish ample opportunity for all students who desire to secure training in debate and parliamentary practice. Members of the faculty act as critics and advisers. Intersociety debates are held each year and from time to time intercollegiate debates with representatives of neighboring colleges.

(4) *Public Reading and Expression*. Professor Burr. Elective courses in public reading and expression are conducted three times weekly through the year. The object of this course is to fit students to use the voice in expression and also to read effectively before an audience.

(5) *Comparative Literature*. Mrs. Doggett. Advanced studies in literary appreciation—the short story, Robert Browning and the classics.

11. Music

Professor Hyde.

The Springfield musical clubs, organized as a part of the student Association, handle such musical organizations as the College may be able from time to time to form. The permanent feature is the glee club. This consists of about sixteen men. The club is open to those with a good musical sense, ability to read and a voice.

Vocal quartets, quartet brass instruments and mandolin and guitar clubs are formed when talent for these activities is present.

12. Use of the Libraries

Miss G. E. Carr, Freshman year, fall term, one hour per week, 1 semester hour. The object is to give a working knowledge of the library and greater skill in the use of books—covering general and special collections, classification, catalogs, indexes, scope, use and comparison of the great bibliographies, encyclopedias, dictionaries, atlases, year books, directories and gazetteers. Practical exercises are given, applying the principles and methods advocated.

13. Graduate Work

Graduates of the College, or those having done equivalent work elsewhere, are allowed to pursue advanced work under one or more of the instructors. The course must be laid out at the beginning of the year by the president and approved by the faculty. It involves a major course with not less than one minor course. The aim is to do work of an original character. This work is embodied in a thesis, two copies of which, bound in cloth, must be presented to the College. By vote of the faculty, graduates of the College who have a bachelor's degree, either in humanics or in physical education, who complete a one year's graduate course and present a thesis which receives a grade not lower than worthy of praise will be recommended to the trustees as candidates for a master's degree.

Technical Courses

Based upon the general course, the student takes one of the following courses—city or county or industrial secretary, a physical director or a boys work director.

The Secretarial Course

FACULTY

PROFESSOR CHENEY, Director; *Association Administration, Social Ethics, Municipal Sociology*

DOCTOR SEERLEY; *Physiology and Hygiene*

PROFESSOR BURR; *Philosophy, Contemporary Civilization, Social Psychology*

PROFESSOR CAMPBELL; *Sociology*

DOCTOR DAWSON; *Anthropology*

PROFESSOR HYDE; *World Classics*

MRS. DOGGETT; *English Literature, World Classics*

PROFESSOR AFFLECK; *Camp Craft*

—*Principles and Methods of Boys Work*

DOCTOR KIRKHAM; *Field Science*

PROFESSOR JUDD; *Physical Theory and Practice*

PROFESSOR HOUGHTON; *Business Administration, Accounting*

PROFESSOR SCHWENNING; *Economics*

14. Association Administration

Professor Cheney, Senior year, fall and spring terms, three hours per week, 4 semester hours.

This course is a training in administration. More and more all employed officers of the Young Men's Christian Associations are executives, and in whatever department an Association officer serves he needs to know the principles and the art of administration. He must understand how to do things and also how to get things done through others. He must know how to deal with men and how to organize a complex variety of activities. The course in methods aims to acquaint the student with the principles of administration and with the executive problems of the various departments.

The work of instruction is supplemented by the Junior and Senior trips, conferences of employed officers, the institutes given each term and by normal practice. A large number of lecturers on special topics visit the College each year.

(1) *Principles of Organization*. Basis. Aim. When and how to organize. Essential features in the constitution. Branches and sub-organizations. The metropolitan plan. Trustees, directors and officers—qualifications and duties. The organization of committee service.

(2) *The General Secretary.* History of position. Requisite qualifications—physical, intellectual, executive and spiritual. His social life, home life, business life. Relations to churches and pastors, to officers, directors and committees, to other employees, to the business community, to fellow secretaries. Problems of personnel. Growth—spiritually, intellectually and socially.

(3) *The Extension Agencies.*

- (a) *The International Committee.* History. Organization. Foreign and home work. Development of groups of Associations. Internal development. International conventions.
- (b) *State and Provincial Committees.* Organization. Development. Importance. Nature of work. Finances. State conventions.
- (c) *The World's Committee.* Organization and work.
- (d) *The Training Agencies.* Securing and training employed officers. Methods of training.

(4) *The Association Home.* The building movement, its beginning and growth, advantages of owning a building, how to get a building, favorable conditions for launching an effort, the campaign, committee organization, the art of solicitation, records, the location, the instructions to the architect, the plans and specifications, arrangement of features, the construction with special study of the problems of lighting, heating and ventilating, the equipment and furnishings, care of the building, repairs and safety, order and cleanliness.

The students have normal practice in solicitation. A careful and detailed study is made of a score of sets of blue prints of recently constructed Association buildings and original sketches of floor plans are presented by each student.

(5) *The Membership.* Committee organizations. Personnel of committee. Duties. The membership secretary. Classes. How to secure and retain members. The assimilation of members. Methods of advertising. The members' meetings. Fees. Transfers. Partial payments. Records.

(6) *The Social Department.* The principle of social affiliation. Vital importance of the social element. Development and use of the group spirit. The social secretary. The reception committee. What the reception committee men should be and should do. Social agencies. The social rooms. Social entertainments.

(7) *Economic Features.* A study of the Association activities which minister to the economic needs of young men: (a) Employment bureau—origin, methods of work, service to the community, attitude of business men, advantages, records. (b) Lunch rooms and restaurants—development of the idea, problems and advantages. (c) Dormitories—value to young men, business management. (d) Boarding house registers, object, development and extent. (e) Systems of saving, opportunities in Association to encourage frugality, saving bureaus, benefit funds, mutual societies for thrift.

(8) *The Educational Department.* The field for supplementary education. The reading room—furniture, supervision, papers and periodicals. The library—its importance and place in the Association, how to develop. Apartments and furniture, management, selecting and buying books, classification, cataloging, shelf listing, binding and repairing, advertising, registration and charging, reference books, courses of reading, aids to readers. Educational committee—the educational director—qualifications, work and relationships. Educational classes—the need, branches taught, adaptation to field, frequency of sessions, instructors, classrooms, examinations, finances. Educational clubs—literary, musical, scientific, art, civic and professional; the value, various forms of organization and work, how supervised. Educational lectures—the relationships, range, resources and conduct.

15. Methods of Work with Boys

Senior year, winter term, three hours per week, 2 semester hours.

(1) *Principles.*

(2) *Methods.* Programs of work with boys—grammar school, employed and high school boys; the Christian citizenship training program. Prescribed reading. Opportunities for work in local institutions.

16. Physiology, Hygiene, First Aid

Dr. Seerley, Freshman year, three hours per week, 6 semester hours.

Modern leadership requires knowledge of human life—physical as well as mental and spiritual. Man is the center of the student's interest and investigation and the physical nature at once becomes the basis of all such study. This course plans to make the student an observer of his own physiological phenomena and somewhat an experimenter in the field of right living. This knowledge should fit him to render service to those needing it and to teach boys and young men the art of clean, healthful living.

17. English Literature

Mrs. Doggett, Sophomore year, three terms, three hours per week, 6 semester hours.

This course traces the development of English thought and its varying expression through literary forms from the age of Chaucer to the present. Each author is studied through his writings in relation to his own time. Emphasis is laid on those elements which modified his work and the effect of his writing upon the age. Attention is given to the great art forms of literature and their peculiar relation to the periods of national life in which they are produced.

This course has practical value for the secretary, not only in giving him a discriminating appreciation of the best writers, but also in fitting him to stimulate and direct the reading of young men and boys.

Text-book: "Century Readings for a Course in English Literature," Cunliffe, Pyre and Young.

The Social Sciences

Professors Burr, Cheney, Campbell and Dawson.

The Young Men's Christian Association is one of the greatest of the modern agencies of social service. Of necessity its leaders must be social scientists as well as adepts in the art of serving their kind. The following courses are planned to give the student the scientific background which he will need for his practical work in social reform and education.

18. Philosophy and Ethics

(1) *History of Philosophy*. Professor Burr, Senior year, spring term, three hours per week, 2 semester hours.

A survey is given of the fundamental problems of philosophy and of the classic systems with special emphasis on the modern scientific approach.

(2) *Social Ethics*. Professor Cheney, Sophomore year, winter term, three hours per week, 2 semester hours.

A study of the modern social revolution and the problems of the resultant social crisis. The essential purpose of Christianity as evidenced in the religion of the Hebrew prophets and the social aims and ethics of Jesus. Why Christianity has never undertaken the work of social reconstruction. The stake of the church in the social movement. The contributions which Christianity can make and the main directions in which the religious spirit should exert its forces.

Text-books: "Christianity and the Social Crisis," Rauschenbusch. Christianity and Economic Problems," Johnson.

19. Municipal Sociology

Professor Cheney, Sophomore year, fall term, three hours per week, 2½ semester hours. Cities are the strategic points of our modern civilization. In the cities are massed, not merely the most powerful economic and political forces, but also the most powerful ethical and educational forces.

The Young Men's Christian Association is itself a product of city life. It is an organized attempt on the part of the church to meet one of the most pressing needs of city life—a social center for young men, where all wholesome and educative influences should be massed attractively and effectively.

It is becoming evident that the secretaries and directors of the Association must be sociological experts and that they must be leaders in social service. In studying the lives of young men they will become so perforce. As a matter of fact, they constitute a natural bureau of information as to all the forces and conditions of city life which affect young men. In some of our largest and most effective Associations, the secretaries are becoming recognized as authorities on municipal sociology, both to the benefit of the city and their own work.

Syllabus of Course in Municipal Sociology:

- (1) *Introduction.* The city in its relation to civilization.
- (2) *History.* Ancient and medieval cities. Their relation to political, social and economic progress.
- (3) *Growth of Modern Cities.* Causes and consequences of rapid urbanization. Statistics, composition and distribution, race and occupations.
- (4) *Special Problems.*

Administration.

(a) City charters. (b) Relation of city and state. (c) The mayor—qualifications, term of office, powers. (d) The composition and duties of the council. (e) The commission, federal and city manager form of government. (f) Initiative, referendum, recall, the preferential ballot. (g) The organization and control of departments. (h) Finances—methods of taxation, appropriations, uniform systems of accounting. (i) The granting of franchises—duration, resumption. (j) Control of quasi-public corporations, such as the telegraph, telephone, express, gas and electric light and street railway companies.

Health.

(a) The housing problem—tenements, overcrowding, plumbing, inspection, model tenements. (b) Streets—cleaning, disposition of city waste, beautifying, regulation of use. (c) Parks, playgrounds, public baths, recreation piers, etc. (d) The control and prevention of disease. The board of health, sanitary police, etc.

Morals.

(a) The prevention and punishment of crime. City magistrates' courts. Juvenile courts. The organization and control of the police. (b) The liquor traffic. Prohibition. (c) Prostitution—causes, consequences, methods of suppression or control. (d) Amusements—theaters, motion pictures, dance halls, circuses, games. Extent of municipal responsibility. (e) Indecent pictures and literature, gambling, etc.

Philanthropy.

(a) Care of dependents—orphans, paupers, etc. (b) Care of defectives—idiots, insane, etc. (c) Care of delinquents—young criminals. Juvenile courts. Reform schools.

Education.

(a) Aim of public education. (b) Courses of study—nature and extent. (c) Control. Laws. School board and officers. (d) Teachers—qualifications, character, sex, religious relation, salaries, pensions, etc. (e) School extension—wider utilization of school buildings, vacation schools, municipal lectures, concerts, etc.

(5) *Unofficial Agencies for Municipal Betterment.*

(a) The Church, especially the institutional church. (b) The Young Men's and Young Women's Christian Associations. (c) University and social settlements. (d) Municipal and civic leagues. (e) Playgrounds, etc.

Special lectures presented annually: The city council, commission form of government, the board of health, the police, the juvenile court, city planning, motion pictures, social centers, friendly visiting, union relief, children's aid society, the problem of the unemployed.

Visits are required at a certain number of the following organizations: Fire department, Hampden county jail, Hampden county almshouse, police court, the common council, Northampton state asylum, Westfield state sanitarium, the Wayfarers' lodge, Brightside.

20. Economics

Professor Schwenning, fall and winter terms, three hours per week, 4 semester hours.

This constitutes a general introductory course in the principles of economics and is fundamental to the study of all industrial problems. The features emphasized are the psychological approach to modern economics, production and its technique, the changing relations between labor and management and ownership, markets, banking, business and industrial groups. The problem of *social control* is constantly kept in mind.

Text-book: "Principles of the New Economics," Edie. Assigned readings, discussions, papers, lectures.

21. Anthropology

Dr. Dawson, Junior year, spring term, three hours per week, 2 semester hours.

This course aims to accomplish in the study of racial life what experimental and religious psychology accomplishes in the study of the individual. It gives the student an outlook upon the problems of mind, education, religion, etc., of the human race as a whole. A study is made of racial origins and somatic and psychological traits due to climatic, telluric, psychological, social and other causes. The more important ethnological types are analyzed and their civilizations evaluated in the light of their environmental and historic needs. Stress is laid upon the distinctive contributions each race may make to a common civilization and the necessity of respecting and conserving such racial contributions. While mainly intended for cultural purposes, orienting more broadly the student's mental attitude, the course is also intended to give him a certain technical preparation for special fields of work.

22. Sociology

Professor Campbell, Sophomore year, winter term, three hours per week, 2 semester hours.

This course is designed to give the student the accepted results of the study of the science of sociology as a basis for further thinking and to present a comprehensive survey of the entire field. Causes which affect the life of society: geographic, technic, psycho-physical, social causes. Nature and analysis of the life of society. Social evolution and social control.

Text-books: "Introduction to the Study of Sociology," Hayes; "Sociology," "Principles of Sociology," Ross; "Outlines of Sociology," Blackman and Gillin.

23. Social Psychology

Professor Burr, Junior year, winter term, five hours per week, 4 semester hours.

Social psychology, the youngest of the social sciences and one of the most interesting, discusses problems which are of special importance to prospective leaders. These are some of the themes:

- (1) The formation of psychic groups. Laws and types.
- (2) The action of the "mob mind."
- (3) The psychology of leadership.
- (4) The development, choice and use of leaders.
- (5) The influence of fashion, convention, custom and public opinion.
- (6) Agents of social control.

24. Contemporary Civilization

Professor Burr, Junior year, fall and winter terms, three hours per week, 4 semester hours.

The aim of this course is to give the student a comprehensive view of the political, social and economic features of modern civilization; to help him develop a world consciousness and a world conscience.

(1) Summary of modern European history, emphasizing the development of the great nations, their distinctive political systems and peculiar problems.

- (2) The World War—causes and consequences. Reconstruction.
- (3) Problems of the Near East—Balkans, Turkey, Armenia, etc.
- (4) Factors in Modern Civilization.
- (5) Current history; daily analysis of world news.

The method pursued is special assigned topics and readings; large use of material from daily press and magazines.

25. The Expansion of Europe in Asia

Professor Mohler, Sophomore year, fall term, three hours per week, 2½ semester hours.

In this course an attempt is made to understand the backgrounds of the present situation in Asia. The condition of affairs in India, China, Japan,

Korea, the Pacific Islands, etc., before the modern era is considered. The nature of the political organization, culture and religion is studied. The causes of the expansion of Europe and the nature and effect of the extension of the Western political system, civilization and religion are noted.

26. The Far East

Professor Mohler, Sophomore year, (elective) winter term, three hours per week, 2 semester hours.

The course on the Far East deals with the present-day problems arising from the expansion of the West upon the East. Cultural conflicts, religious differences, racial aspirations, political designs, commercial and economic interests are carefully studied. The aim is to analyze present-day problems and tendencies, making clear the relationship which the United States has to the issues involved. The course on the Expansion of Europe in Asia is a prerequisite.

27. Latin America

Professor Mohler, Junior year, (elective) winter term, three hours per week, 2 semester hours.

In view of the post-war developments among our neighbors to the southeast, the course on Latin America is most timely. Our interests in the Caribbean area, Panama, Central America, Mexico and the South American republics are involving us in political, economic and cultural problems which need careful analysis and consideration. In this course are studied the condition of Spain before the conquest, the Indian civilization in the new world, the settlement of Hispanic America, the establishment of independent republics and their relationships with Europe and the United States. The tendencies toward Pan-Americanism on the one hand and toward Pan-Latinism on the other and the possibility of coöperation will be carefully considered.

28. The Modern Expansion of Christianity

Professor Mohler, Junior year, spring term, three hours per week, 2 semester hours.

In this course the missionary enterprise is considered as a factor in the general expansion of the West on the East. The development of the movement is followed from the latter part of the eighteenth century and its influence on the national life of the countries involved is traced as far as possible. The changing emphasis of the enterprise is noted and the present-day problems relating to the building of indigenous Christian institutions are carefully studied. The effect of theological controversy, the problems of union and internationalization, the relation of the movement to national heritage and the policy to be adopted with reference to constructive and helpful participation in the great social, economic and in-

dustrial developments of the future are considered. The part which the foreign work of the Young Men's Christian Association is taking in connection with these developments receives special attention.

29. World Classics by Translation

(1) *Modern European Literature*. Mrs. Doggett, Junior year, fall term, three hours per week, 2 semester hours. This course seeks to give the intellectual and imaginative background of the great races of Europe. Comparison is made among them as they have developed from century to century, showing the interdependence of these nations one upon the other in stimulating thought and expression, as well as in developing literary forms. This course is of assistance to teachers of Americanization in making them understand the heritage of the foreigner. The following authors are taken up:

Russian: Pushkin, Gogol, Turgenev, Tolstoi, Dostoievski, Chekov.

Scandinavian: Ibsen, Hamsun, Strindberg, Björnson, Lagerlöf.

Spanish: Cervantes, Galdos, Valera, Valdes.

French: Hugo, Balzac, Flaubert, Maupassant, Anatole France, Rostand, Brieux.

German: Goethe, Schiller, Heine, Hauptmann, Schnitzler, Sudermann.

(2) *Greek Classics*. Mr. Hyde, Junior year, winter term, three hours per week, 2 semester hours.

This term's work seeks to make the class familiar with Greek thought during the classic period, rather than studying critically the literature involved. A certain familiarity with the history of the period is necessary. Through lectures and reading the class is made acquainted with the Hellenic background of myth, customs, temperament and mental aptitude. The development of Hellenic religion and of the drama are considered in some detail. Works are studied in class and taken up by individual students to be presented to the class for criticism.

30. Business Administration

Professor Houghton, Junior year, three terms, three hours per week, 6 semester hours.

Fall Term: Business organization and administration; stocks, bonds and investments; personal accounts; foreign exchange.

Text-book: "Business Organization and Administration," de Haas.

Winter Term: Business correspondence.

Text-book: "Effective Business Letters," Gardner.

Spring Term: Advertising and selling.

Text-book: "Advertising and Selling," Hollingworth.

The aim of the course is to instruct in the scientific facts of business organization and administration; to train in business ability; and to develop appreciation of the work of the business men in today's business world.

31. Accounting

Professor Houghton, Freshman year, three terms, two hours per week, 4 semester hours.

The fundamentals of accounting; and accounting in the Young Men's Christian Association.

Text-book: "Fundamentals of Accounting," Cole.

32. Camp Craft

Professor Affleck, Freshman year, spring term, one hour per week, 1 semester hour.

The time is spent in camp with practice and training in all phases of tent pitching, fire building, bed making, cooking, etc., and with camp as center the surrounding territory is used as a laboratory for actual practice in the various outdoor studies and activities. Boy scouting and woodcraft are given a prominent place.

Student Theses, 1922-1923.

Philip Batchelder, "Scouting versus the Y. M. C. A. for Boys."

T. A. Gibson, "College Deputation Work."

J. J. LeBrun, "Church Advertising."

P. S. Pitts, "The Problem of Discipline in a Reform School."

L. L. Stacy, "The Religious Urge in the Lives of Young Men and Boys."

33. Practical Work

Students must secure a minimum of 60 points in normal practice.

Unusual opportunities are offered for practical work and for getting an inside view of Association management. The Springfield, Holyoke and Westfield Associations, with their beautiful buildings and large memberships, furnish every facility to see and participate in the various phases of Association activity.

In addition to the normal practice in religious work, the secretarial students have opportunities for developing their powers along executive, educational and social lines, in which 40 points are required each year. Not only must the secretary be a religious leader, he must be a business manager as well. In fact, this qualification is of vital importance for his greatest success. He must be able to bring things to pass, to organize and to make complex organization effective. Executive positions in connection with the student Association, the senate, *Springfield Student* and classbook afford valuable training for a number of men. Laboratory experience in executive work is also given the student in the organizing of boys' clubs, in Sunday schools and among the working boys, and in directing the activities of the young people's organizations in the churches, etc. Recognizing the importance of the development of executive ability, at least one-fourth of the total number of points required must be gained in executive work.

The social leadership is developed by social committee service in the student Association, by social work at the boys' club and in the churches and by entertainments and outings with groups of boys.

Unusual opportunities are offered for gaining an intimate knowledge of the practical management of the Association. The Springfield Young Men's Christian Associations furnish every facility to see and participate in the various phases of the Association activities. A series of conferences are held each year at the Association building with the heads of the various departments, when the practical side of all phases of Association work is discussed. A careful study is also made of the management of the office. The men are enabled to see the committee work in operation and occasionally to visit a board meeting.

Junior Tour. At the close of the winter term the Juniors spend five days in Worcester, Providence, Boston and vicinity visiting the Young Men's Christian Associations and other agencies for social and religious service among young men and boys.

Senior Tour. At the close of the winter term of the Senior year, a tour is made of the Associations at Brooklyn and New York City. This tour, taken under the direction of members of the faculty, gives an opportunity to study the actual workings of a large number of Associations. It is quite different from a convention where Association topics are discussed. On this tour, by arrangements beforehand with the employed men of the Associations, from one-half hour's to an hour's interview is held in the office in which the work is carried on. The past year some twenty different Associations and institutions were visited and conferences were held with sixty different employed men on various phases of Association work. This included twelve directors of Association and college gymnasiums, twelve international and state secretaries and twenty-six secretaries of city Associations.

34. Physical Training

One of the great contributions of the Young Men's Christian Association to modern religious life is the discovery of the value of the physical approach to boys and young men. The use of plays and games, summer camps and the gymnasium as a means for religious education has not only greatly enlarged religious thought, but it has proved a practical means of winning men to Christian living. All secretaries and boys' directors need to understand the problems of physical education, not only that they may be able to promote from the administrative side the work of the physical department, but that they may, as opportunity offers, use this means for direct influence with boys and young men.

Professor Judd, Freshman year, three hours per week, 6 semester hours. The first-year secretarial students have a thorough course in gymnastics, athletics and aquatics. Throughout the course emphasis is placed upon the development of organic vigor and the preparation of the students

for a life of strenuous work. During the fall the men have soccer practice for the first eight weeks. They may elect rugby football with the physical class. During the indoor season the class is given an all-round graded course in gymnastics, athletics, aquatics and games. Theory discussions are given as a part of the floor work. During the spring term instruction is given in coaching in baseball, track, tennis and canoeing.

Professor Judd, Sophomore year, three hours per week, 6 semester hours.

Professor Judd, Junior year, two hours per week, 4 semester hours.

Professor Judd, Senior year, two hours per week, 4 semester hours.

The Sophomore, Junior and Senior years pursue a regular progressive course in gymnastics, games, athletics and aquatics. During the Junior and Senior years opportunities are given for the development of class leadership. During the Senior year special attention is given to the development of tennis.

County Work Department

PROFESSOR CAMPBELL, *Director*

PROFESSOR McRAE, *Assistant Director*

COMMITTEE FOR COUNTY WORK COURSE

HORACE A. MOSES, Springfield, Mass., *Chairman*

WINTHROP M. CRANE, Dalton, Mass.

ALBERT E. ROBERTS, *Secretary Town and Country Department International Committee*, New York City

KENYON L. BUTTERFIELD, PH. D., *President Massachusetts Agricultural College*, Amherst, Mass.

HON. GIFFORD PINCHOT, Philadelphia, Pa.

D. HUNTER McALPIN, M. D., *Town and Country Department Committee, International Committee*, New York City

HAROLD W. FOGHT, *President Northern Normal and Industrial School*, Aberdeen, S. D.

EDWARD W. HAZEN, Haddam, Conn.

CHARLES J. GALPIN, *Office of Farm Management, Department of Agriculture*, Washington, D. C.

General Statement

The Young Men's Christian Association was at first a city organization devoted chiefly to helping the commercial class of young men in our modern cities. Very soon, however, this work became adapted to special classes of young men, first students, then railroad men and later men in the army and navy and many other groups.

For twenty-five years there has been a determined effort to adapt the work of the Association to young men in rural communities. Robert Weidensall, the first secretary of the International Committee, who pioneered so many Association undertakings, was a leader in this work. Over two hundred and fifty employed officers are now engaged in promoting county work under the auspices of the Young Men's Christian Association.

The chief obstacle to the further progress of this movement is the lack of properly qualified leaders. It was to meet this increasing demand that the county work course was established at Springfield in the summer of 1914. Mr. Walter J. Campbell was invited to take charge. Mr. Campbell is a graduate of Princeton University and also of Princeton Theological Seminary. After several years' experience in a rural church he became a county work secretary, serving first in a local field and later in the service of the New York State Committee and the Pennsylvania State Committee. His eight years' experience in field work in this department has amply qualified him for this position.

The county work secretaryship calls for men of independence of character, personal leadership and an indefatigable, earnest purpose. Under such leadership there is no doubt of abundant success. The rural field in spite of the growth of the modern city still contains the larger number of young men. These young men and boys are responsive to the work of the Young Men's Christian Association and the county work secretaryship offers an unsurpassed opportunity for a life of useful service. The response which this new move has awakened, both on the part of the county work brotherhood and on the part of men looking forward to definite religious service in the country amply justifies belief in its timeliness. While the county work course has been arranged primarily to prepare men for effective leadership in the rural work of the Young Men's Christian Association with opportunity for specialization in physical, industrial or boys work, it furnishes an admirable supplementary course of study for the rural pastor or other rural leader.

A FOUR YEARS' COURSE

To meet the demand for adequately equipped men and likewise to provide the necessary background in agricultural science, a four years' course has been established, which involves spending the fall and winter terms of the Junior year at the Massachusetts Agricultural College at Amherst and the spring term in practical field work as an apprentice under the tutelage of an experienced county secretary in a strongly organized county. Students completing this course will be given the degree of Bachelor of Humanics (B. H.) or Bachelor of Physical Education (B. P. E.) in accordance with their major electives.

Students so desiring, by taking postgraduate work at Massachusetts Agricultural College, Teachers College, Columbia University, N. Y., or Clark University, Worcester, Mass., may secure degrees of Bachelor of Science (B. S.) or Master of Arts (M. A.).

35. County Work—History and Methods

Professors Campbell and McRae, Senior year, three terms, three hours per week, 6 semester hours.

1. *The History of County Work and the Evolution of the County Work Idea.*

- (1) The first local rural Association.
- (2) The county organization.
- (3) The county secretary.
- (4) The state department committee and state county work secretary.
- (5) The International county work department and secretaries.
- (6) Training centers.
- (7) Elements of strength and weakness shown by the line of historical development.

2. *The Philosophy of County Work.*

- (1) County work fundamentals.
- (2) Principles of religious work, Bible study, personal work, educational work, physical work and boys work.

3. *The Sociology of County Work.*

- (1) The field—intensive and extensive.
- (2) Analysis of a county.
- (3) Social groupings—normal and abnormal.
- (4) Place of county work among the rural social forces.

4. *Organization.*

- (1) County work plan—international, state, county and local.
- (2) Development.
- (3) Relationships.

5. *Personal.*

- (1) The county secretary and his work.
- (2) The county committeeman.
- (3) The local leader.
- (4) Leadership discovery and development.
- (5) The personal life of the secretary.

6. *Practice and Problems.*

- (1) Finances and the administration of the budget.
- (2) Conventions and institutes.
- (3) Corresponding membership.
- (4) Departmental activities—religious, educational, social and physical.
- (5) Summer activities and camps.
- (6) Extension work.
- (7) Inter-Association activities.
- (8) Coöperative activities.
- (9) Business administration and development of a permanent constituency.

7. *Homiletics of County Work.*

- (1) Leadership training.
- (2) Publicity.

36. Rural Economics

Professor Campbell, Sophomore year, fall term, three hours per week, 2½ semester hours.

This course is devoted to the study of the public and social aspects of the agricultural industry. No one can be regarded as a safe leader or sane counselor in public affairs who does not realize that the most fundamental of all our economic problems is that of the relation of the people

to the source of the food supply in the soil itself. The deepest problem of statesmanship is that of economizing, utilizing and conserving this potential food supply.

A general philosophical background for the study of the rural economy of the present is set up through the discussion of the place of agriculture in the general problem of human adjustment. The following topics are stressed by lecture, classroom discussion and independent research on the part of the student.

1. *The Historical Background of Modern Agriculture.*

2. *The factors of Agricultural Production.*

- (1) Land
- (2) Labor
- (3) Capital
- (4) Management

3. *The Distribution of the Agricultural Income.*

- (1) Rent
- (2) Wages
- (3) Interest
- (4) Profits

4. *The Problems of Rural Social Life.*

- (1) Tenantry
- (2) Absentee Landlordism

5. *The Literature of Rural Economics.*

Text-books: "Principles of Rural Economics," Carver; "Agricultural Economics," Nourse; "Agricultural Economics," Taylor; "Agricultural Economics," Boyle.

37. Rural Sociology

Professor Campbell, Sophomore year, spring term, three hours per week, 2 semester hours.

A study of the organized agencies by which rural communities give expression to various forms of associated life and their contribution to rural betterment—domestic, economic, cultural, religious and political.

Special attention is given to the rural family, the rural school and the rural church.

In addition to the usual lecture and classroom discussion method, much attention will be given to first-hand survey investigations and community studies.

1. *The Rural Community.*

- (1) Rural migration—causes and results.
- (2) Social conditions and life of rural people—their influence on personal and institutional life.

(3) Consequent problems—health, delinquency, dependency, morality, child labor.

(4) Standards of living, cultural ideals.

(5) Community consciousness and activity.

(6) Business and political ethics.

2. *Social Groupings.*

Types of communities and characteristic temper of mind.

3. *Rural Institutional Life.*

4. *The Literature of Rural Life.*

Text-books: "Rural Sociology," Gillette; "The Rural Community," Sims; "The Challenge of the Country," Fiske; "Rural Life and Education," Cumberly; "The American Rural School," Foght; "The Evolution of the Country Community," Wilson; "Rural Manhood," "The Country Church and the Rural Problems," Butterfield; "Vital Problems in Rural Leadership," Campbell; "Readings in Rural Sociology," Phelan.

38. Courses in Coöperation with the Massachusetts Agricultural College, Amherst

Junior year, two terms.

The purpose of this coöperation with the Agricultural College is not at all to make scientific agriculturists, but rather to connect up in an intelligent and intimate manner the rural religious worker with the machinery of agriculture that he may coöperate effectively with the multitude of agencies now giving thought and attention to the economic, social and educational needs of the farmer.

1. *The Organization and Development of Rural Community Life.*

(1) *Coöperative Organization and Marketing.* Dr. Cance. The characteristics of New England agriculture as an industry—land, labor, markets, transportation, farmers' business organizations.

(2) *The Redirection of Rural Education.* Professor Hart. Courses of study—supervision, preparation of teachers, the place of the school in the social organism, boys' and girls' club work.

(3) *Application of Sociology and Economics to Community Development.* Professor Phelan and Professor Sims. Methods of work, etc.

(4) *Rural Organization.* President Butterfield. An analysis of the main elements in the question of American rural development—rural adjustment, rural policy, national statesmanship in rural affairs.

(5) *Civic Improvement.* Professor Waugh. How to carry on civic improvement—technical problems and the principles involved, its relation to general community development.

2. Additional courses offered for Springfield men at Amherst are as follows:

Soil Fertility
Field Crops
Marketing
Fruit Growing
Poultry
Rural Sanitary Science
New England Rural Life
Botany
Journalism

3. Frequent seminar periods of two hours each are held for the informal discussion of vital topics in the field of agricultural organization, extension or practice.

39. Physical Work

The gospel of wholesome play and the moral reactions of clean athletics are lessons which the country is only beginning to learn. The value of the physical approach to the life of the boy and young man has been recognized by the Association and the country boy is no exception except possibly that there is need of special emphasis on the ministry of play and recreation in breaking down the ill effects of drudgery and isolation.

In physical work, the county work students take a specialized course, including gymnastics, athletics and aquatics. Additional emphasis is placed on the mastery of a varied curriculum of games, involving little or no equipment, the promotion and supervision of athletic meets and play festivals and pageants. Students so desiring may major in Rural Recreation and receive the degree of B. P. E.

40. Normal Practice

Students must secure a minimum of 60 points in normal practice for graduation.

No amount of theoretical knowledge will ever make an efficient county secretary unless he is able to translate his theory into practical achievement when confronted with the challenge of need, whether it be the leading of a group of boys or the redirecting of the life and ideals of a community. Through the coöperation of the County Work Department of the Connecticut State Committee in Hartford County and adjoining counties, abundant opportunity is afforded for testing the qualifications of the men in practical effort. No man will be allowed to graduate from the county work course who is not able to handle his normal work acceptably to the director of the course and the County Work Secretary in the field in which he has taken his apprentice work. The variety of opportunity for experience is suggested by the different types of activity promoted by the

county work students in the past—boy scouts, boys' brigades, rural Young Men's Christian Associations, men's brotherhoods, Sunday school teachers and superintendents, religious deputations, play demonstrations. Six country churches supplied regularly—community surveys, rural home and organization census work, fathers' and sons' banquets, Sunday school teachers' training classes.

41. The Weidensall Society

The Weidensall society is a voluntary organization of students for the study and discussion of rural life problems and literature and for personal development in character and in facility and power in public debate. This new literary society while not limited in membership to county work men, gives its attention nevertheless to rural life topics. The society meets each Monday evening throughout the year and combines in its program the functions of a social organization, a literary society and a seminar. This society is affiliated with the National Federation of Collegiate Country Life Clubs.

42. "William B. Warne, Jr., Memorial"

The county work bookshelf is maintained by a special memorial fund. This makes available for study and reference purposes a constantly growing volume of the best and latest material on country life.

Boys Work Course

PROFESSOR CHENEY, *Acting Director*

General Statement

One of the certain evidences of progress, humanly speaking, is the larger recognition of the importance to life of childhood and adolescence. The significance of attitude and habits formed by the eighteenth birthday is so well understood that many leaders of education, secular and religious, feel that the best leadership of society should be available to youth during these formative years when lasting decisions, favorable or unfavorable to self and society, are being made. The expanding program of work with boys by the church, school and state calls for a large number of properly prepared leaders and it is the function of this course to help make possible this preparation. The Young Men's Christian Association has demonstrated a special fitness for coöperating with these fundamental institutions of society, including also the home and industry. It is a work that should be done, not by novices, but by men who have acquired a culture and a technical proficiency under the direct guidance of seasoned leaders. No investment of life could mean more to mankind than as a worker with boys and a trainer of leaders of boys, but the preparation should be in proportion to the greatness of opportunity.

The College offers a practically unrivaled course of preparation for prospective boys work directors. A four-year course of subjects, chosen after very careful study, makes possible the most effective mental development. A carefully graded program of physical work, covering four years, insures personal physical fitness in this sphere of life so interesting to youths. Leadership of groups of boys in the local churches, schools, industries, Young Men's Christian Associations, boys' clubs and boy scouts helps to round out the best possible preparation for this work. There are several faculty members who are recognized as experts in lines of work directly pertaining to boys. Drs. Seerley and Dawson and Professors Burr and Cheney have won a very general recognition by their writings and lectures on various phases of boy life. In addition to these resident leaders, arrangements are made for bringing to the College from time to time some of the most successful workers with boys from the field, thus insuring the most up-to-date message for men preparing for leadership of boys.

43. Principles and Methods of Work with Boys

Senior year, winter and spring terms, three hours per week, 4 semester hours.

(1) *Principles*. Winter term. An understanding of the boy—his interests, activities and relationships; his home, church, school, community and employment. Prescribed reading.

(2) *Methods.* Spring term. Programs of work with boys—grammar school, employed and high school boys; the Christian citizenship training program. Prescribed reading. Opportunities for work in local institutions. For complete four-year course see page 35.

44. Physical Work

If you wish to create a new enthusiasm in the mind of an individual it is necessary to relate it to some conscious enthusiasm already operating in that mind. Youth is quite consciously enthusiastic about play and sports and the individual who knows how to cooperate with them in this sphere of interest has a decided advantage for influencing their more permanent enthusiasms. With this service in mind, a four-year course of graded physical work has been carefully worked out for boys work students, which not only insures personal health, but prepares for leadership of physical activities during student days and following graduation. Students taking the boys work course who are not physically disqualified are expected to participate in all of the major sports except football, and they may elect this if they desire.

45. Normal Practice

A happy balance of study, instruction and practice is essential to the most effective type of education. For this reason students are required to do a reasonable amount of normal work under careful supervision by teachers and upper classmen. Confidence born of achievement inspires to greater effort and so produces an efficiency that only study or classroom lecture could never produce. A most cordial working relationship exists between the churches of the city, the city Young Men's Christian Association and the boys' club and boy scouts, thus affording opportunity for self-expression along many lines mutually helpful. Leadership of groups of boys in physical social and religious work on Sundays and week days, some of which work is financially remunerative, proves to be helpful to all concerned.

46. Field Science

See General Course, page 48.

47. Camp Craft

See General Course, page 60.

48. Play Organization

See General Course, page 87.

Industrial Course

PROFESSOR SCHWENNING, *Director*

INDUSTRIAL COURSE COMMITTEE

COL. BENJAMIN A. FRANKLIN, *Chairman*, Strathmore Paper Company, Springfield, Mass.

E. H. T. FOSTER, M. D., *Vice-Chairman*, *Industrial Department International Committee*, New York City

HARRY E. BARNES, PH. D., Clark University, Worcester, Mass.

EDGAR H. BETTS, Earl & Wilson, Troy, N. Y.

EDWIN S. KASSING, Madison Avenue Presbyterian Church, New York City

F. J. KINGSBURY, Bridgeport Brass Company, Bridgeport, Conn.

ROBERT E. LEWIS, *General Secretary Young Men's Christian Association*, Cleveland, Ohio

FRED T. LEY, Fred T. Ley & Company, Springfield Mass.

R. F. McELWAIN, Crocker-McElwain Company, Holyoke, Mass.

CHARLES C. RAMSDELL, Gilbert and Barker Manufacturing Company, Springfield, Mass.

GEORGE W. TUPPER, PH. D., *Industrial Secretary State Committee*, Boston, Mass.

ROBERT B. WOLF, The R. B. Wolf Company, New York City

General Statement

The largest portion of the young men and boys in our modern cities are engaged in industry. Of the many serious problems in these days none is more important than the problem of human relations in industry. Our workers in industry are the largest and most vital element in modern life.

The Young Men's Christian Association is finding practically unlimited opportunities to carry into industrial life its program for the development of the whole man. In many instances it furnishes the sole social leadership for whole industrial communities. Its constructive efforts toward meeting the human, intellectual and spiritual needs of the wage-worker and his family are beneficial not only to the factory worker but to society at large.

Secretaries who are to lead in this work must be men of independence of character, personal leadership and of serious purpose. They should have a sympathetic interest in wage-workers; they should be trained in the principles of the Young Men's Christian Association; they should have a thorough knowledge of industrial history, economics, labor problems and the relationships between capitalists and laborers. Moreover, they should receive practical training in organizing and leading men in industries.

Corporations are seeking industrial relations managers who are of high character, sympathetic spirit and Christian ideals. These officials have a wide range of duties, including employment, housing, recreation, education,

insurance, pensions, Americanization, first aid, sanitation, thrift, plant papers,—in short, the accomplishment of those things which humanize industry and make for industrial efficiency and for social progress. Because of their exacting responsibilities and their importance in modern industrial society, industrial relations managers should have adequate training in the social sciences and in modern methods of personnel administration and should be imbued with the principles of Christ.

America is the greatest manufacturing nation in the world and is rapidly becoming more highly industrialized. In its effort to serve young men and boys, the Young Men's Christian Association is losing its original commercial character and is fast becoming industrialized with the country. If it is to meet its obligation in a measure during the next decade, the Association as an organization must give most of its interest and energy to promoting activities in the interest of the wage-workers of our population.

With the passing of the industrial depression, industry will expand to unprecedented proportions. We are on the threshold of this period of expansion and prosperity. With this boom will come corresponding social and industrial problems and the demand for industrial secretaries and welfare directors. To help meet this demand for leadership in the field of industry, the College is offering courses in preparation for the following callings.

Industrial Secretaries

Secretaries are needed as heads of industrial departments in city Associations to project the entire Association program into the industrial sections of local communities. These officers are termed industrial secretaries. Furthermore, strictly industrial centers are erecting Association buildings expressly designed and equipped for the use of industrial workers. In such fields industrial general secretaries and a staff of experts are needed. Graduates receive the Bachelor of Humanics (B. H.) degree.

Industrial Recreation Directors

Recreation directors are in demand as leaders of health and recreation in Young Men's Christian Associations and in industrial plants. The College is unusually well equipped to give thorough training in organizing and promoting games, plays, field days, athletic meets, etc., for men, women and boys employed in factories. Students desiring to train for this work will take subjects offered in the Industrial Course but will major in the Physical Course. Upon graduation these men will receive the degree of Bachelor of Physical Education (B. P. E.).

Employed Boys Secretaries

Those interested in boys work will find unlimited opportunities with the multitude of boys employed in our national industries. There is no field that offers equal opportunities for making a genuine contribution and

for a life investment. Special preparation is necessary for secretaries who hope to do effective work with these needy boys. The College offers such training. Men wishing to prepare for the employed boys secretaryship will elect subjects offered in the Boys Work Course and will take the prescribed subjects given in the Industrial Course. Graduates receive the Bachelor of Humanics (B. H.) degree.

Railroad Secretaries

The largest work done in industry by the Young Men's Christian Association in America is among the men engaged in transportation. Two old and efficient Railroad Associations are located at Springfield under the direction of able secretaries. With the new subjects in industrial problems now offered, the College is well equipped to train men to become railroad secretaries. Graduates receive the Bachelor of Humanics (B. H.) degree.

Welfare Directors

Adequately prepared men are demanded in increasing numbers by manufacturing plants and department stores to fill the responsible positions of directors of personnel. Officers serving in this capacity are variously termed industrial relations managers, welfare directors, directors of personnel, labor managers, employment managers, etc. A number of Springfield graduates are serving in this capacity in important concerns in this and foreign countries. The College is offering a four-year course to high school graduates and a one year course to college graduates, experienced secretaries and mature men now holding subordinate positions in industrial relations departments. The subjects in Labor Problems, Business Administration, Public Hygiene, Personnel Administration, etc., are especially designed for men wishing to become Welfare Directors. Both the Bachelor of Humanics (B. H.) and the Bachelor of Physical Education (B. P. E.) degrees are conferred on graduates preparing for this type of service, depending upon whether they major in the Secretarial or Physical Course. College graduates can earn the Master's degree in one year.

Outline of Technical Subjects

49. Economic History of Modern Europe

Professor Schwenning, Junior year, fall term, three hours per week, 2 semester hours.

This course deals with the important industrial transformations which were instrumental in shaping the Europe of today in its economic, social and industrial phases. The more important subjects include agriculture, industry and commerce before the industrial revolution; the industrial revolution and its spread to continental Europe; the resulting transformations in commerce, industry and society and similar topics.

Text-book: "Economic Development of Modern Europe," Ogg. Assigned readings.

50. Industrial History of the United States

Professor Schwenning, Junior year, winter term, three hours per week, 2 semester hours.

In this course the origin and growth of the forces which have contributed to America's becoming a great commercial and industrial power will be studied. Types of agriculture and industrial products, the development of transportation facilities, etc., will be discussed.

Text-book: "Economic Development of the United States," Lippincott.

51. Labor Problems

Professor Schwenning, Senior year, spring term, three hours per week, 2 semester hours.

In this course the rise and development of trade unions and employers' associations is traced and a study is made of their form, objectives and programs. Industrial relations, shop committees, individual and collective bargaining, labor legislation, the social effect of strikes and lockouts, child labor, unemployment and similar problems will be studied.

Text-book: "An Introduction to the Study of Labor Problems," Watkins. Speakers representing both labor and management will be brought in to address the class.

52. Personnel Administration

Professor Schwenning, Senior year, spring term, three hours per week, 2 semester hours.

This course is designed primarily for men desiring to connect directly with an industrial plant as industrial relations manager or welfare director. A careful study is made of the principles and methods of managing men. Among the topics presented are the following:

- (1) Methods of selecting workers.
- (2) Training and promotion of employees.
- (3) Health and safety.
- (4) Personnel research.
- (5) Joint relations.
- (6) Service work.
- (7) Payment methods.
- (8) Sources of labor supply.
- (9) Labor turnover.
- (10) Hours and time factors.
- (11) Profit sharing plans.
- (12) Coöperative activities.

Text-book: "Personnel Administration," Tead and Metcalf. Labor managers from the industries of Springfield and near-by cities coöperate in presenting this course.

53. Association Industrial Work

Professor Schwenning, Senior year, winter term, three hours per week, 2 semester hours.

The following topics will be discussed in detail in this course:

- (1) The historical development of the industrial work of the Young Men's Christian Association, including the important transportation phase.
- (2) The fundamental principles and the philosophy underlying all forms of Association industrial activities.
- (3) An analysis of the Association industrial field.
- (4) Methods with reference to:
 - (a) General administration.
 - (b) Religious service in industry.
 - (c) Educational service in industry.
 - (d) Health and recreation in industry.
 - (e) Social and economic service in industry.
 - (f) Americanization, etc.
- (5) Survey of Association industrial work in foreign countries. A large share of the lectures in this course are given by our visiting faculty, which represents the Association's leaders in the industrial work.

Physical Education Course

FACULTY

- DOCTOR McCURDY, DIRECTOR; *Physical Diagnosis, Administration*
 PROFESSOR BERRY, ASSOCIATE DIRECTOR; *Physiology, Gymnastics, Athletics, Physiology of Exercise*
 PROFESSOR AFFLECK; *History of Physical Training, Hygiene, Anthropometry, Aquatics*
 PROFESSOR HICKOX; *Mathematics, Physics, Gymnastics, Athletics*
 PROFESSOR OTTO; *Anatomy, Play Organization, Gymnastics, Athletics*
 PROFESSOR BETZLER; *Massage, Corrective Gymnastics*
 PROFESSOR WADE; *Chemistry*
 PROFESSOR BROCK; *Director Normal Practice, Gymnastics, Athletics, Administration*
 PROFESSOR JUDD; *Gymnastics and Athletics, Varsity Gymnastic Team Coach*

TUTORS

- E. F. ABERCROMBIE, *Aquatics, Soccer, Gymnastics*
 O. J. ADAMS, *Rugby, Gymnastics, Track*
 F. W. ALLEN, *Aquatics*
 H. W. ANDERSON, *Wrestling*
 W. P. ASHBROOK, *Gymnastics, Track*
 G. H. AYLSWORTH, *Physiology, First Aid, Gymnastics, Baseball*
 W. H. BALL, *Aquatics*
 F. L. BAUER, *Track*
 P. W. BEAN, *Rugby*
 C. BEUKEMA, *Rugby, Aquatics*
 H. N. BOCKOVEN, *Canoeing*
 J. H. BURR, *Soccer*
 MINOUS CANNON, *Aquatics*
 S. F. CHANG, *Soccer*
 W. B. CHASE, *Soccer, Gymnastics, Track*
 F. J. CIVILETTO, *Rugby*
 E. C. CONVERSE, *Track*
 A. J. DANIELSON, *Gymnastics*
 H. H. DAVIS, *Soccer, Track*
 B. S. DILLENBECK, *Aquatics, Gymnastics*
 C. A. EMMONS, *Aquatics*
 H. F. FISHER, *Track*
 P. J. FUHR, *Gymnastics*
 H. W. GORDON, *Anatomy*
 W. M. HALL, *Pianist*
 W. A. HAMM, *Rugby, Gymnastics*

- C. V. HERRON, *Gymnastics*
 L. E. HUTTO, *Physics, Chemistry*
 H. C. JOHNSON, *Gymnastics*
 J. T. LAIDLAW, *Gymnastics*
 L. W. LABREE, *Track*
 F. S. LLOYD, *Soccer, Gymnastics, Track*
 A. L. LORENZ, *Rugby, Gymnastics*
 L. T. LUDWIG, *Gymnastics*
 F. R. McCLUMPHA, *Track*
 W. R. MACDONALD, *Rugby*
 H. L. MALETTE, *Anatomy, Gymnastics, Baseball*
 J. O. P. MANHERZ, *Mathematics, Aquatics, Gymnastics*
 F. M. MAYNARD, *Baseball*
 J. S. MERRIMAN, *Rugby, Baseball*
 L. A. MILLER, *Gymnastics*
 B. F. MOONEY, *Rugby, Gymnastics*
 A. L. MORE, *Soccer, Gymnastics, Track*
 H. A. MOUNTAIN, *Soccer*
 H. L. MUNSON, *Aquatics, Baseball*
 E. G. NORRFELDT, *Baseball*
 H. J. NOSSEK, *Soccer, Gymnastics*
 R. L. NOVARINE, *Aquatics*
 RAYMOND OOSTING, *Gymnastics, Track*
 R. S. PASHO, *Soccer, Gymnastics*
 J. PEREYRA, *Soccer*
 H. O. PFAENDER, *Gymnastics, Canoeing*
 F. G. READ, *Soccer, Gymnastics, Track*
 M. A. RECTOR, *Chemistry*
 P. C. REDDICK, *Baseball*
 A. E. RISEDORPH, *Aquatics*
 F. A. ROBBINS, *Gymnastics*
 H. W. RUSSELL, *Soccer*
 L. H. SCHAFER, *Soccer, Gymnastics*
 G. F. SCOUTEN, *Gymnastics*
 E. R. SEEDERS, *Soccer, Gymnastics*
 H. M. SHELLENBERGER, *Baseball*
 M. E. SHEPARD, *Aquatics*
 F. M. SIMMONS, *Normal Work, Soccer, Aquatics*
 H. A. SMITH, *Pianist, Baseball*
 L. G. STALEY, *Soccer, Gymnastics*
 FREDERICK STAUDENMAYER, *Gymnastics*
 W. L. STEARNS, *Rugby, Gymnastics, Baseball*
 W. C. STEVENSON, *Rugby*
 J. B. STOEGER, *Rugby, Gymnastics*
 ROBERT STONE, *Gymnastics*
 R. A. STOUT, *Gymnastics*

- A. C. STURM, *Baseball*
 T. H. SUVOONG, *Soccer*
 S. S. TODD, *Pianist*
 C. V. TOUSLEY, *Track*
 HERBERT WALKER, *Gymnastics*
 I. G. WALMER, *Baseball*
 A. L. WALSH, *Soccer, Gymnastics, Baseball*
 W. W. WATTERS, *Rugby*
 F. O. WESTRUP, *Gymnastics*
 E. F. WEYGANT, *Track*
 G. E. ZIMMERMAN, *Soccer, Gymnastics*

General Statement

This teachers' course in physical education plans definitely to do two things: *First*, the course aims to give a thorough technical training in the theory and practice of physical education in all its branches. *Second*, the course endeavors to coördinate all the studies and activities in religious and physical education into a coherent whole which shall develop physical education leaders who are also the religious leaders and character builders of the adolescent youth. It aims to assist in the formation not only of a curriculum of instruction, but of a curriculum of activity related to health and moral development.

There is no part of the country where athletics are more fostered, where the college athletic teams are better trained or where the local Young Men's Christian Associations are more vigorous in their physical work than in New England.

The students visit the majority of the following named first-class gymnasiums during their course: The Association gymnasiums at Boston, Providence, Cambridge, Holyoke, Hartford, New York,—Twenty-third Street, West Side, Harlem,—Brooklyn, Philadelphia; college gymnasiums—Harvard, Amherst, Yale, Columbia, University of Pennsylvania; New York Athletic Club; schools of gymnastics—Sargent Normal School, Wellesley College teachers' course.

Nowhere else in the country could this valuable experience be gained with so little expenditure of time and money.

The fine gymnasium of the local Association affords illustration of a model work. A well organized course in physical training is conducted in the Springfield public schools.

The location of the College upon Massasoit Lake furnishes an excellent opportunity for training in swimming, boating, canoeing and skating. A portion of the field is flooded and a rink constructed for ice hockey.

The rise of the playground movement and the increased demands in recent years for physical directors for schools and colleges have led to the addition of a course in methods devoted to these departments. As

the playground work comes largely in the summer time many of the students are enabled to secure appointments for the vacation season.

Men in the Sophomore, Junior and Senior years who have low physical practice grades are required to elect additional practice periods.

Physical Education Theory

The duties of a modern physical director demand that he shall be able to make an intelligent examination of a person who comes to him for advice; that he shall be able to wisely counsel with him in regard to food, clothing, sleep, work, exercise, and in general all those topics which are related to "living at one's best"; to put men into the condition of highest vitality and effectiveness in any line is his first work. He must take into account the intimate relationships existing between body and mind and must understand their mutual effects. He must be able to make his gymnasium and play fields places of real recreation as well as of body building.

To accomplish these various ends, he must know the body and its laws (anatomy, physiology and hygiene). He must have a detailed knowledge of the effects of exercise upon the body (physiology of exercise). He must know how to get men into the best condition for the performance of any physical effort (training). He must be acquainted with the fundamental relations existing between a man's reproductive system and his bodily, mental and spiritual states (personal purity). He should know what to do in case of accidents (first aid to the injured). He must be able to make an intelligent examination of the heart, lungs and other organs (physical examination). He must know how to measure and test men and how to study these measurements in groups (anthropometry). He must know how to prescribe exercise for those needing remedial gymnastics sent to him by physicians (prescription of exercise). He must have at his service the experience of those of the past (history, literature, philosophy of physical training). He must be perfectly familiar with all the work which he is to use or teach (gymnastics, athletics, aquatics, games, sports, etc.). He must be familiar with details of the management of the physical departments of the institutions with which he will probably be connected (Young Men's Christian Association, college, school, playground, recreation center, boy scouts, boys' club, church club). Each student prepares a working bibliography of the subjects in the course. Instruction is given in bibliographical methods.

54. Anatomy

Gross Anatomy. Professor Otto, Sophomore year, fall and winter terms, four hours per week, 6 semester hours. Gross anatomy of the body and its parts. The body as a machine. The course aims to give the anatomical knowledge basal to a thorough understanding of the mechanical problems in gymnastics, athletics and corrective gymnastics. This includes a study of the bones, articulations, muscles, muscle insertions, leverage, and of the

combined action of muscles and the mechanism of bodily movements. Demonstrations on individuals are conducted to illustrate the mechanical laws applied to gymnastic apparatus work and athletics.

(a) *Bones*. A careful study is made of the bones of the body with special reference to muscular attachments.

(b) *Ligaments*. A thorough study is made of the joints of the body including the synovial membranes, ligaments and muscular attachments with special attention to those joints most likely to be injured in athletic contests, such as the knee, shoulder and ankle. A careful study of flat foot is made.

(c) *Muscles*. Muscles are studied with respect to their functions. Demonstrations and laboratory practice are conducted on the dissection of cats and on surface anatomy.

(d) *Animal Mechanism and Kinesiology*. Skarstrom's "Gymnastic Kinesiology" is used as a text for this work, supplemented by special lectures, discussions and demonstrations, members of the class serving as models for illustrating the correct and incorrect way of doing exercises in calisthenics and in gymnasium apparatus work. For the latter purpose the class assembles on the gymnasium floor and the mechanical principles involved in fundamental exercises such as the upstart, uprise, body circles, giant circles, etc., are demonstrated.

(e) *Circulation*. A study of the heart, arterial, capillary and venous system is made.

(f) *Digestive Apparatus*. The alimentary tract is studied by demonstration with cats and models.

(g) *Nervous System*. Covers a study of the brain, spinal cord, the main nerve tracks and the sympathetic system.

(h) *Reproductive System*. A thorough study of the reproductive system.

Laboratory fee, \$3.00.

55. Mathematics and Physics

(1) *Algebra*. Professor Hickox, Freshman year, fall term, three hours per week, $2\frac{1}{2}$ semester hours.

This course is intended to give the student insight into and acquaintance with mathematical analysis sufficient to enable him to do the later required work in the natural and social sciences. Review and advanced work are so blended as to build upon the foundation of high school mathematics an enlarged knowledge and technique in handling the computations and graphic representations of physical sciences and educational and social statistics. The student should have had a minimum of two and one-half years high school mathematics as a prerequisite.

Text-books: "Introduction to Mathematical Analysis," Griffin; "Advanced Algebra," Hawkes.

(2) *Physics*. Professor Hickox, Freshman year, winter and spring terms, four hours per week, 4 semester hours.

This course deals with kinematics, dynamics, statics, work and energy, friction, machines, kinetics, gravity, mechanics of fluids and gases, sound, heat, light and magnetism and electricity, as bases for anatomical and physiological studies and interpretations.

The laboratory experiments and lecture demonstrations are especially arranged for mastering the basic principles and applying them practically in the field of physical education. The student is prepared to approach with better understanding his later work in body mechanics, hygiene and physiology of exercise.

Text-book "Kimball's College Physics."

Laboratory fee, \$3.00.

56. Chemistry

Professor Wade, Sophomore year, four hours per week, 8 semester hours. The object of this course is to give the student a fundamental preparation for the later study of physiology and hygiene in their relation to physical education and medicine. Lectures, recitations and laboratory work are carried on throughout the year. One year of secondary school chemistry is a prerequisite to admission to this course.

(1) *Advanced General Chemistry*. Fall term. A rapid review of general chemistry with emphasis upon the non-metals and theoretical chemistry.

Text-book: "A Course in General Chemistry," McPherson and Henderson.

(2) *Organic Chemistry*. Winter term. The fundamentals of organic chemistry.

(3) *Special applications to physical education*. Spring term. The chief emphasis is upon physiological chemistry.

Laboratory fee, \$8.00. Breakage deposit, \$5.00.

57. Modern Authors

Mrs. Doggett, Senior year, winter and spring terms, two hours per week, 2½ semester hours. This course is designed as a study of those modern and contemporary English writers, poets, novelists and dramatists, who reflect the present tendencies in social, political and religious thinking, or who have especially influenced present thought.

The method used is directed towards the cultivation of taste and the creation of a genuine appreciation of art in literature.

Text-book: "English Literature during the Last Fifty Years," Cunliffe.

58. Physiology

(1) *Physiology*. Professor Berry, Junior year, five hours per week, 10 semester hours. The instruction consists of recitations, lectures and laboratory work. The viewpoint of the course is towards physiology of exercise and personal hygiene rather than medicine. It includes a study of circulation, respiration, digestion, absorption, excretion, metabolism, nutrition, animal heat, muscle, nerve, central nervous system and the special senses.

(a) *Digestion, Metabolism and Dietetics.* The chemistry of digestion as discussed under physiological chemistry is reviewed and its application to metabolism is pointed out. The modern point of view regarding nutrition, high and low protein diet, etc., is thoroughly discussed and its application to training table diet and athletic performance and modern sedentary life is pointed out.

(b) *Circulation.* Study of heart rate, blood pressure and the physics of the circulation, laying the foundation for the study of the effect of exercise upon this function.

(c) *Respiration.* Study of inspired and expired air and of its application to ventilation, etc.

(d) *Muscles and Nerves.* The problem of contraction of muscle, the effect of temperature, fatigue, etc., upon the muscle curve and its relation to athletic performance.

(e) *Central Nervous System.* Function of the brain, cerebellum and cord.

(f) *Special Senses.*

(g) *Laboratory Practice.* Laboratory practice is carried on illustrating the above, students to devote three days per week to this work. Fee, \$3.00.

The major portion of the experimental work at present consists of studies of the effect of exercises of speed, strength, skill and endurance on circulation, muscle and nerve. The effect of exercises of speed, strength, skill and endurance on heart rate, pulse characteristics and arterial pressure is studied in detail. In the fatigue studies with the ergograph, three types of instruments are used, the weight ergograph (isotonic method), and the spring ergograph (isometric method). On days of laboratory work, an additional hour of class attendance is expected of the student.

Text-books: Howell, "Text Book of Physiology"; Stewart, "Manual of Physiology and Practical Exercises." Collateral reading: Schafer, "Text Book of Physiology"; Tigerstedt, "Lehrbuch der Physiologie des Menschen"; Hill, "Recent Advances in Physiology and Bio-Chemistry."

(2) *Physiology of Exercise.* Professor Berry, Senior year, winter term, four hours per week, 3 semester hours. This course consists of lectures, laboratory work, the preparation of digests and recitations upon assigned subjects. Seven introductory lectures are given, showing the biological setting of the problems of exercise in their relation to the health of the individual and the race. The material for the lecture and recitation course is covered in part by the following books and periodicals. The required readings are starred, the others are recommended: *Tyler, "Growth and Education"; *Goddard, "Feeble-mindedness, Its Causes and Consequences," Chapters 1, 2, 6, 7, 8, 9, 10; Goodman, "Blood Pressure," Chapters 1-4, inclusive; *Gulick, "Physical Education by Muscular Exercise"; *Drummond, "Ascent of Man"; Walter, "Genetics"; *Goldmark, "Fatigue and Efficiency"; *Cannon, "Bodily Changes in Pain, Hunger, Fear and Rage," Chapters 2, 6, 7, 8, 11, 12, 15; Crile, "Origin and Nature of the Emotions";

Stiles, "The Nervous System and Its Conservation," Chapters 8 and 9; Jordan, "War and the Breed"; *Thomson, "Heredity."

59. Hygiene

(1) *Personal*. Professor Affleck, Sophomore year, fall term, four hours per week, 2 semester hours. Health from the standpoint of the individual's condition is largely a result of the care given the body. Special attention is given to the following processes and organs:

(a) *Digestion*. Care of teeth, selection and preparation of food, disorders.

(b) *Respiration*. Nose, common affections, adenoids, mouth breathing, throat, tonsils, care of voice. Chest and lungs, posture and shape of thorax, types of breathing.

(c) *Circulation*. Effects of various types of exercise, oxygenation of blood.

(d) *Skin*. Bathing, kind and effects. Clothing, various fabrics and weaves. Shoes, shape, etc.

(e) *Eye and Ear*. Common difficulties, tests, glasses.

(f) *Brain and Nervous System*. Fatigue, overwork, recreation. Narcotics and stimulants, precautions, sleep.

Immunity. General vigor as condition of efficiency and precaution against disease.

Text-books: "Personal Hygiene Applied," Williams; "How To Live," Fisher and Fiske; "Human Mechanisms," Hough and Sedgwick.

(2) *Public*. Professor Affleck, Junior year, winter term, four hours per week, 2½ semester hours. Health as influenced by individual's environment. The chief topics given special consideration are: Water, public supply, purification, etc.; air and ventilation, impurities, methods of securing adequate supply; heating and lighting, requirements, administration; disposal of sewage and other refuse; soils, constituents and influence; communicable diseases and their prevention; hospitals, quarantine, disinfection; climate; vital statistics.

Text-books: "Practical Hygiene," Parkes; "Treatise on Hygiene," Stevenson and Murphy; "Principles of Hygiene," Bergey; "Air, Water, Food," Richards and Woodman; "Practical Hygiene," Harrington; "Hygiene and Sanitation," Egbert.

(3) *School*. Professor Affleck, Junior year, spring term, five weeks, four hours per week, 1¼ semester hours.

School hygiene is separately treated, including furniture, postural defects, growth and fatigue, the curriculum, playground, recesses, games, medical examination and defects.

Text-books: "Hygiene of the School Child," Terman; "Healthful Schools," Ayers, Williams and Wood.

(4) *Building*. Professor Affleck, Junior year, spring term, five weeks, four hours per week, 1¼ semester hours.

The following are among the most important topics: Study of city, agencies and facilities existing for health and exercise, further needs, policy of Association, especially of physical department, as determining requirements of gymnasium, funds available for construction and maintenance; location, size, relation of various features of physical department to each other and to other departments; lighting, amount required, sources, kinds and expense of artificial lighting; heating, requirements of temperature, humidity, etc.; methods, direct, indirect, various combinations; heating and lighting plants; ventilation, quantity of air required, methods of providing and distributing, removal of impure air; details of plans, materials, construction, equipment and care of offices and examining rooms, bathrooms and fittings; natatorium, overflow, heating and filtering water; lockers, dressing and toilet rooms, main and auxiliary gymnasiums including running track and visitors' gallery, special rooms, e.g., handball, bowling alleys, boxing, leaders' clubs, storage and supplies, etc.; janitorial methods.

60. Anthropometry and Physical Examinations

Professor Affleck, Junior year, fall term, four hours per week, 3 semester hours. Treated through lectures, discussions, digests, assigned readings and laboratory practice.

(a) *Historical*. Origin of the science. Laws of human proportions. Sketch of military, college and public school anthropometry.

(b) *Values*. Statistical and diagnostic value of measurements. Comparative value of various kinds of anthropometric tables. Relative value and point of view for taking individual measurements. Comparative value and adaptation of various forms of strength tests—Intercollegiate, Kellogg's, Sargent's, etc.

(c) *Statistical Methods*. The ideal, type, average, mean, probable deviation, probable error, etc., defined and discriminated. The whole process of construction of anthropometric tables is demonstrated to the student by practical problems in their actual construction.

The generalizing and individualizing methods of observation. The absolute annual increase in growth and the relative annual increase. The correlation of anatomical and physiological tests.

(d) *Laws of Growth*. Comparative growth in height, weight, lung capacity, strength, etc. Racial, seasonal and diurnal rhythms, including the whole discussion of acceleration and retardation of growth and assigned causes. Nascent periods, age of puberty, Bowditch's law, etc. Changes in growth produced by environment; influence of exercise upon growth; of disease; of occupation; nationality, etc. Physical basis of mental efficiency.

(e) *Types of Development*. The typical college man, college woman, strong man, sprinter. American boys and girls.

Text-books: "Manual for Physical Measurement" (Boys and Girls), Hastings; "Anthropometry and Physical Examination," Seaver; "Manual of Mental and Physical Tests," Whipple.

61. Physical Diagnosis, Prescription of Exercise

Dr. McCurdy, Senior year, fall term, four hours per week, 3 semester hours.

(1) *Physical Diagnosis.* Study of the appearances, conditions, defects and deformities likely to be met with in the examining room. Method of examining the heart, lungs, etc., to prepare the student to assume such responsibilities as may properly rest upon the physical director and to protect those who may come under his charge against unwise exercise and habits of life.

(2) *Prescription of Exercise.* The adaptation of various forms of exercise to the needs of the individual. Exercise as affecting:

(a) *Form.* The thorax. Effect of prolapse of viscera. Methods for their restoration. Position of the shoulders, raising and lowering shoulders. Ætiology of unevenness. Shoulder blades flattening against the trunk. The building up of small parts. The reduction of fat. Spinal curvatures.

(b) *Vitality.* Special need of exercise during present civilization. Neurasthenia. Deficient nutritive ability. Relation of exercise to vitality. Exercise with reference to temperament. Large versus small dosage.

(c) *Disease.* Congestions; hernia; constipation; cardiac weakness; cardiac insufficiency; partial paralysis; indigestion. The writing out of prescriptions to suit special cases. Strength tests as a basis for prescription.

(3) *Training.* Preparatory to athletic competition.

The object of the course is to enable the student to prescribe exercise intelligently. In so far as this laps over the field of medical practice in the treatment of disease, the aim is to enable the student to take the general instructions of the physician, render them definite and carry them out effectively. The limitations of this treatment are carefully considered.

Text and reference books: "Physical Examination and Diagnostic Anatomy," Slade; "Medical Inspection of Schools," Gulick and Ayres; "Medical Examination of Schools and Scholars," Kelynack; "Health and Medical Inspection of School Children," Cornell; "Medical Inspection of Schools," Hogarth; "Exercise in Education and Medicine," McKenzie; "Occupational Diseases," Thompson.

62. Corrective Gymnastics

Professor Betzler, Senior year, fall term, three hours per week, 2½ semester hours. An elective course in corrective gymnastics is offered to Seniors and other qualified men. The work consists of lectures and clinical practice covering the mechanical and functional difficulties encountered in school and college work. Students are taught the most recent and approved methods in conducting corrective clinics. Each student is required to pass an examination in both theory and practice.

63. Physical Education Administration

Dr. McCurdy and Professor Brock, Senior year, spring term, seven hours per week, $3\frac{1}{2}$ semester hours.

The chief national organizations for the administration of physical activities are studied. This includes such organizations as the Athletic League of North America (Y. M. C. A.), the Amateur Athletic Union, the various intercollegiate Athletic Associations (faculty and student), the National Educational Association (physical section) and the North American Gymnastic Union. The object is to familiarize the students with the essential facts concerning the methods of administration in these organizations. The best methods of organization and administration for local institutions receive careful attention. In the Young Men's Christian Association consideration is given to the organization of the physical department committee with the various subcommittees, the relation of these committees to the board of directors, to the general secretary and to the physical activities in organizations outside of the Association. This includes a study of the various forms of extension work. In educational institutions the methods of organization are studied. This includes public schools (elementary, grammar and secondary), private secondary schools, normal schools (state and private) and the colleges and universities. The administration of municipal gymnasiums is studied. The class considers the work of the officers of administration and instruction, together with the personal qualities needed for successful work in the various branches of physical education.

The essentials of a thorough business administration in relation to finances, to office management, to the methods of publicity and to the administration of the property receive careful attention. The administration of the activities of the physical education department in gymnastics, athletics and aquatics is studied.

64. Play Organization

With the remarkable growth of the playground movement and the excellent opportunities for service offered by this new phase of effort has come a demand for play leaders, trained and consecrated to the service of the people. The technical course includes several of the subjects previously offered in the regular curriculum, to which has been added a series of special lectures and prescribed readings and practice. Throughout the entire course special attention is given to the literature of the subject, using as texts, "American Playgrounds," by Mero and "Playground Technique and Playcraft," by Leland. A selected working bibliography is required of each student.

The outline follows:

(1) *Playground Methods*. Professor Otto, Freshman year, spring term, four hours per week, ten weeks, $2\frac{1}{2}$ semester hours. This course is open

also to students in the secretarial department. In this course, which is intended to supplement those indicated below, consideration is given to the following:

(a) *Philosophy.* Nature, function and need of play, theories of play, place of play in life and education, aims and spirit in conduct of play, age and sex differences in play, relation of play to work, need for play spaces and organized play in school, city, country.

(b) *Supervisory Organizations.* Various types of agencies promoting the playground idea and supervising the work done, e.g., voluntary, educational, municipal and the various combinations of these, trend towards municipal control, methods of publicity, printed matter, lectures, stereopticon, press reports, exhibits and festivals.

(c) *Construction and Equipment.* Inventory of possible sites, systematic study of city, basis of selection from possible sites, means of securing sites, e.g., donation, permission to use, lease, purchase, etc.; plan of ground and placing of various parts of equipment, equipment found more desirable; landscape gardening, fences, surfacing; outdoor gymnasium, men, women, dressing rooms; play spaces for children, sand courts, swings; athletic facilities, track, baseball, tennis, etc., aquatic facilities, wading, swimming, bathing; social facilities, assembly halls; educational facilities, reading rooms, branch libraries, classes, manual training, lectures; detailed specifications of plans and equipment for various types of playground, home-made apparatus, etc.

(d) *Administration.* Conduct of activities; organization of working force, training of assistants, information and courses of greatest immediate use to instructors, stated conferences; conduct of the playground office, records and statistics; purchase, care and repair of equipment and supplies; discipline, rules, rewards, police, coöperation of children; most successful activities and their organization, daily program, special programs, exhibitions and festivals, excursions, tournaments and contests, leagues; social gatherings; educational classes, story telling, manual training, dancing, athletic and gymnastic features, etc. Relationships to other agencies, e.g., homes, schools, boys' clubs, juvenile courts, settlements, Young Men's Christian Associations, institutional churches, etc.

(e) *History.* Attitude of church fathers and educators to play; introduction and patronage of play spaces in Germany (Guts Muth, Jahn, Froebel), in England; beginnings in United States, Salem 1821, Charlesbank 1887, Philadelphia and Providence 1893, Chicago, Minneapolis, New York, Pittsburgh and Worcester 1896, Baltimore and Milwaukee 1897, Cambridge and San Francisco 1898, Brooklyn 1899, etc.; types, e.g., sand gardens, school yards, municipal and park playgrounds, playgrounds for institutions; bathing beaches and swimming pools; details of growth in most advanced cities; playground legislation and statistics.

(f) *Practice*. Two hours per week are given to actual playing of games and participation in various other playground activities.

Fee, \$2.00.

(2) *Child Nature*. Dr. Seerley.

For details see Psychology—Physiological and Genetic, page 48.

(3) *Pedagogy*. Professor Dawson.

For details see Pedagogy and Religious Education, page 44.

(4) *Social Conditions of Neighborhood*. Professor Cheney.

For details see syllabus of course in Municipal Sociology, page 54.

(5) *Hygiene and First Aid*. Professor Affleck.

For details see outline of these subjects, pages 84 and 90.

65. History and Principles of Education

Professor Affleck, Sophomore year, fall term, three hours per week, 2 semester hours.

This course aims to give familiarity with bibliographical methods and with the literature bearing on the history of physical training, together with a working knowledge of library economy and facility in the use of the various sources of information offered by the library. Special attention is given to professionally technical magazines. From assigned collateral reading, each student is required to make frequent reports upon special themes relative to the development, nature, influence, etc., of the various historical types of physical training.

(1) *Ancient Period*. Egyptian, Jewish, Greek and Roman, funeral games, periodic games, special attention to Olympic. Prize and honor systems, rise and influence of professionalism on Greek games. Motives and place of Greek physical training. Public and gladiatorial games of Rome, amphitheaters and circuses, baths, etc.

(2) *Medieval Period*. Attitude of church towards the body. Divorce between natural and spiritual. Relationship of feudalism, rise and characteristics of chivalry. Knightly tournaments.

(3) *Modern Period*. The renaissance, opinions and influence of writings of Mercurialis, Rabelais, Montaigne, Luther, Locke, Rousseau. Work and influence of Basedow, Pestalozzi, Mulcaster, Guts Muths, Salzmann, Nachteggall, etc., with special attention to Jahn and Ling and their successors. History and type of physical exercise in England—athletics of English schools and colleges. Olympic games as revived by Baron Pierre de Coubertin. Origin of important games, e.g., football, tennis, golf, cricket, etc.

(4) *The American Movement*. Early interest at Round Hill, Harvard, Yale. Manual training movement in educational institutions. Revival of popular interest led by Dio Lewis, Beecher and others. Origin, development and types of physical training in colleges and universities. History and influence of the various normal training schools. Summer schools, conferences. Important organized and administrative bodies. American

Physical Education Association and its sections. North American Turnerbund, Amateur Athletic Union, Intercollegiate Association of United States, Athletic League of North America, Y. M. C. A. Physical Directors' Society, Athletic Research Society. Special attention to the growth and present features of Y. M. C. A. and International Committee physical department. Work and influence of prominent leaders—Dio Lewis, Dr. Hitchcock, Dr. Sargent, Dr. Seaver, R. J. Roberts, Dr. Hartwell, William Wood, Dr. Gulick and others. Publications, *American Physical Education Review*, *Triangle* and *Physical Education*, *Physical Training*, *Mind and Body*, *Posse Gymnasium Journal*, etc.

Text-book: "History of Physical Education," Leonard.

66. Massage

Professor Betzler, Junior year, fall term, four hours per week, 3 semester hours.

This course consisting of lectures and clinical practice aims to perfect the student in the technical procedures of massage. The physiological effects and the therapeutic applications, especially in relation to the class of cases which come legitimately within the sphere of the physical director, e.g., muscle defects, dislocations, bruises, sprains, etc., are considered.

Each student has supervised clinical practice and is required to pass examinations both in theory and practice.

67. First Aid

Professor Affleck, Sophomore year, fall term, two weeks, four hours per week.

This course offers in detail a consideration of cause, nature and treatment of bruises, wounds, burns, scalds, bites, sprains, dislocations, fractures, faints, shocks, hemorrhage, asphyxia, etc.; nature and effects of poisons, antidotes, narcotics and stimulants; kinds and uses of bandages, dressings, antiseptics and disinfectants, emergency kits, etc.

The purpose of both theoretical and practical work is to qualify the students to render efficient service in cases of emergency.

Text-book: "Immediate Aid to the Injured," Morrow.

Laboratory fee, \$2.00.

68. Physical Training Seminar

Dr. McCurdy and Professors Berry, Affleck, Brock, Otto, Betzler and Hickox. A seminar is held on advanced work in physical training, at which there is presented original work done by the faculty, graduate students and undergraduates and by other specialists. The seminar keeps abreast of the newer lines of physical training and is required of Junior and Senior students in the physical course and is elective for Freshmen and Sophomores. Junior credits, 1 semester hour. Senior credits, 1 semester hour.

SEMINARS, 1922-1923

H. S. Curtis, Ph. D., Lecturer, Author, Consultant on Recreation, "Compulsory Play and Athletics."

Student Theses, 1922-1923.

Emilio Chiapella, "A Manual for Playground Directors."

H. L. MaLette, "A Laboratory Manual of Anatomy."

Julio Pereyra, "Graded Games for Schools and Playgrounds."

M. A. Rector, "Emotional Albuminuria."

Physical Education Practice

The aim is to qualify students as teachers of gymnastics, athletics and aquatics. A minimum of time is thus spent in practice of mere feats of strength or skill in any of these branches. Emphasis is placed on the enthusiastic pushing of those exercises which are of chief value to the average man. Muscular strength and coördination are to be developed only so far as they increase vitality. Class rather than individual work is emphasized and the elements of recreation and moral discipline are sought. Physical education is rapidly evolving. The aim is to fit the student for the new movement rather than for the old. The progression in gymnastics, athletics and aquatics will be as rapid as is consistent with thoroughness.

This course includes, in addition to instruction in the regular physical training branches, a carefully outlined course in normal teaching. The normal practice commences in the Freshman year and is continued through the four years for students in the physical course and through two years for students in the secretarial course. This work is divided into three parts: First, that in the pupil's own class; second, the normal practice classes; third, the work in the paid positions. The class normal practice is under the direct supervision of the instructors; for example, the Junior class in calisthenics is divided into several squads with a teacher in charge of each squad. This practice occurs regularly in addition to the course of lectures on pedagogy. A recitation course in gymnastic nomenclature and athletics rules is given in connection with each year's floor and field work. Each unexcused absence from class deducts one per cent from the theory or practice grade; e.g., fall athletic theory, indoor gymnastic practice. Two tardy marks count as an absence.

In the paid positions fifty-five men are this year receiving practice and in addition are earning the whole or part of their expenses.

69. Normal Practice Courses, I, Ia, II, IIa, III, IIIa, IV, IVa

These courses include observation work in the various physical activities, practice teaching in gymnastics, athletics, aquatics and games, officiating and executive work in all these activities.

The Springfield high schools and the grammar schools use the College grounds as headquarters for their outdoor activities. The Sunday School Athletic League uses the College equipment and plant for both outdoor and indoor exercises. In addition to the instruction of the regular students, 1,000 boys and young men receive instruction in the College gymnasiums and on the athletic fields. One hundred and seventy-five different men acted as leaders in 11,665 physical practice events, divided as follows: Baseball 255, basket ball 1,800, football 156, soccer 351, gymnastics 2,352, boys' club 993, track athletics 230, student tutors 3,237, hockey 15, swimming 2,276. As a result of this training, students are in demand as teachers, coaches and officials in Associations, schools, colleges and clubs within a radius of seventy-five miles.

Practice teaching within the individual class under criticism and observation work in Springfield and vicinity under the supervision of the class instructor are conducted by the class teachers as noted below.

NORMAL PRACTICE I, II, III, IV

Normal Practice I.

Freshmen, Professor Otto.

Indoors. The class is divided into small sections for marching, free exercises and dumb-bells. Each section has an assigned leader who teaches the lessons suggested by the instructor, who later discusses the pedagogy of the lesson taught and calls the attention of the class to the principles and methods involved.

Normal Practice II.

Sophomores, Professor Brock.

Outdoors. Men are assigned as officials in soccer and Rugby.

Indoors. The class is divided into small sections. The appointed leader for each section has practice in teaching marching, calisthenics, including wands and Indian clubs by imitation and command, and practice in officiating at games. One-half hour is later devoted to criticism and suggestions regarding such work.

Normal Practice III.

Juniors, Professor Judd.

Indoors. Men are assigned to lead marching, calisthenics, apparatus exercises and games in their own or other classes.

Normal Practice IV.

Seniors, Dr. McCurdy, Professor Judd.

The Seniors plan new work, subject to the criticism and suggestions of the class and the teachers. They are assigned observation and teaching practice outside their regular instruction periods.

NORMAL PRACTICE Ia, IIa, IIIa, IVa

Professor Brock

Credits are allowed only when report slips are turned in within forty-eight hours after the work has been done. Men are encouraged to find opportunities for normal practice. Assignments are made preferably for work the student has found for himself.

Normal Practice Ia.

Freshmen, 20 points.

Freshmen may elect 20 hours of practice teaching.

Normal Practice IIa.

Sophomores, 20 points.

Assigned work with the various classes and leagues.

The work is squad teaching and officiating.

Normal Practice IIIa.

Juniors, required, 30 points.

Assigned work in teaching, officiating and coaching.

Normal Practice IVa.

Seniors, 30 points, elective and assigned work in teaching.

Assigned work in the promotion, management and officiating of meets, in the organization of classes for various groups of boys and young men, and in individual work with special cases.

70. Outdoor Work—Fall Term

Graduates of accredited colleges take during their Junior year Sophomore Rugby theory and Sophomore soccer theory and practice. Regular Junior and Senior work is taken during the Senior year.

RUGBY FOOTBALL

(1) Freshmen, Professor Otto, eight weeks, three days per week.

(a) *Practice.* Instruction is given in methods of handling the ball, including punting, in playing the various positions and in team play. Minimum tests—charging, punting 25 yards, handling punts, forward passing.

(b) *Pedagogy.* This covers a thorough discussion of the playing rules for the current season, particularly from the standpoint of the player.

(2) Sophomores, Professor Hickox, eight weeks, three days per week.

(a) *Practice.* Students are taught punting, drop place kicking, tackling, blocking, interfering and other fundamentals. They continue their team practice begun in the Freshman year in teams graded according to ability. Test—punting, drop and place kicking, tackling and blocking.

(b) *Pedagogy*. The rules are studied during this year from the standpoint of coaching and officiating. The theory consists of lectures and discussions on the history and development of the game. It covers football fundamentals and discussion of the old and new game.

(3) Juniors, Professor Hickox, eight weeks, two days per week.

(a) *Practice*. The Juniors are assigned to practice in groups, according to their proficiency.

(b) *Pedagogy*. Professor Hickox, two days per week. The men receive instruction and practice in officiating.

(4) Seniors, Professor Hickox, two days per week. Men must elect Rugby or soccer. The development of strategy and methods of coaching receives careful consideration. Physical condition is studied in relation to individual and team development. This work is taken with varsity theory. Observation work is required.

(5) Varsity team, Professor Hickox, faculty adviser and head coach; Professors Otto and Wade, assistant coaches.

(a) *Practice*. Careful attention is given to the development and rounding out of a team.

(b) *Pedagogy*, is taken with the Seniors on the two days devoted to strategy.

SOCER FOOTBALL

Eight weeks, two periods per week.

(1) Freshmen, Professor Judd.

(a) *Practice*. The introductory work consists of the training of the judgment in locating the ball, then in controlling it by means of foot, body and head. This is followed by passing and running with the ball and develops into a combination of play.

(b) *Pedagogy*. The classroom sessions consider the history and rules for the season, the value of the game from the standpoint of the player.

(2) Sophomores, Professor Brock.

(a) *Practice*. This consists of teamwork in the open field and later against opponents, the emphasis being placed upon passing and combinations.

(b) *Pedagogy*. This consists of discussions of the individual duties of the players in each position, together with the function of the units, forwards and backs, especially in offense.

(3) Juniors, Professor Affleck.

(a) *Practice*. This consists in the perfecting of team playing, the development of strategy, use of signals and the essentials in coaching and officiating.

(b) *Pedagogy*. This covers the interpretation of rules, the development of team playing, especially defensive, the essentials of coaching and instruction concerning officiating.

(4) Seniors, Professor Affleck.

(a) This consists of assigned work in connection with coaching the various units of a team, officiating, recording and criticising plays.

(b) *Pedagogy*. This is taken with the varsity team and consists of development of strategy, discussion and criticism of games played, essentials in conditioning, coaching and officiating.

(5) Varsity team, Professor Affleck, faculty adviser and coach.

The entire schedule is played in the fall term.

(a) *Practice*.

(b) *Pedagogy*.

In addition to the work outlined for Seniors chief attention is given to the development of the team.

71. Outdoor Work—Spring Term

Graduates of accredited colleges take, during their Junior year, Junior track theory and practice and Junior baseball theory and practice. Regular Senior work is taken during the Senior year.

TRACK AND FIELD EVENTS

Two days per week for six weeks.

(1) Freshmen, Professor Judd.

(a) *Practice. Starting and Sprinting*. The class receives instruction in the different styles of starting, with a discussion of the reasons for adoption or rejection of each style in sprinting, with a study of such points as body inclination, leg swing, leg drive, stride, reach and angle of feet.

Running High Jump. The class notes the distance, speed and direction of run for take off, the turning out of the toes, the crouch, the use of arms and back, the turn and the proper use of both the jumping and the swinging leg.

Pole Vault. Instruction is given in the methods of carrying the pole during the run and take off, the distance and speed of the run, the relation of the grasp of the hands to the height of the cross bar, the distance of the pole and jumping foot from the cross bar, with the considerations which influence these distances, the time relations of the take off, pull up, slide, leg lift and turn.

Shot Put. The student is taught the method of holding the shot, position of the elbow, of the feet in the circle, of the trunk and legs after the hop, the distance gained during the hop and the time of the arm thrust.

(b) *Pedagogy*. The theory covers the pedagogy of the events taught.

(2) Sophomores, Professor Judd.

(a) *Practice. Hurdles*. Instruction is given in the leg swing, stride, reach and angle of feet, the number of strides to first hurdle, the character and number of strides between hurdles, the methods of bucking hurdles, the time to cut down over a hurdle, the time to cut forward with the right leg, the abduction of the thigh and the eversion of the foot.

Running Broad Jump. The class learns the best method of getting the take off, the distance of the first and second mark, the effect of the last

stride being too long or too short, the crouch, the position of the knees after the rise from the take off, the time of the forward thrust of the feet, etc.

Hammer Throw. (a) Without turn. Instruction is given in the position of the feet, the plane of the circle, the pull of the body to balance the hammer, keeping the hammer behind the body and to the right. (b) With turn. The keeping speed of turn up to speed of hammer, the pivot on the left foot; with the double turn the class notes the necessity of bringing the low point of the hammer nearer to the front, of keeping the first turn slow and the second rapid enough to keep ahead of the hammer.

Discus. The class learns the position of the discus in the hand, the position of the feet in the circle, the methods of making the turn, keeping the throwing arm behind the body, of delivery and securing a good scale.

(b) *Pedagogy.* The class studies the pedagogy of the events taught and the rules of athletic competition, including those of the Young Men's Christian Association, the Amateur Athletic Union and the Intercollegiate Athletic Association.

(3) Juniors, Professor Otto.

(a) *Practice. Javelin Throw.* The class is taught the proper method of carrying the javelin, the grip, the throwing arm kept well back, point of the javelin in direct line, the reversal of feet and final release of the javelin.

Running Hop, Step and Jump. The class learns the method of securing the take off, position of the body on the hop, distance of the step and the final effort in the broad jump.

Standing High Jump. Instruction is given in the position of the body preparatory to the jump, the arm swing, the rock, the leg action, the bodily position over the bar and the dismount.

Standing Broad Jump. Instruction is given in the position of the body preparatory to the jump, arm swing and heel raising, angle of the body, leg push, final leg swing for distance and vigorous arm action.

440-yard Dash. Instruction is given to the class in securing the proper start, the dash for the first turn, track tactics, stride, and the final spurt to the tape.

(b) *Pedagogy.* The class studies the pedagogy of the events taught.

(4) Seniors, Professor Otto.

(a) *Practice.* The class reviews the various athletic events of the previous years and is given opportunity for specialization. Work is assigned in the promotion, management and officiating of games and meets.

(b) *Pedagogy.* Students study coaching and discuss the common faults of competitors from the teacher's standpoint. The daily schedule of training for various events is studied. The management of athletic meets is considered.

(5) Varsity track team, Professor Otto, faculty adviser and coach. Training for a series of meets with other colleges.

BASEBALL

Six weeks, three days per week.

(1) Freshmen, Mr. Aylsworth.

(a) *Practice*. Three hours per week on work of the fundamentals—bunting, straightaway hitting, fielding, base running, base sliding, etc., team practice.

(b) *Pedagogy*. Professor Berry. One hour per week spent in a careful study of baseball rules, scoring, theory of batting and bunting.

(2) Sophomores, Mr. Aylsworth.

(a) *Practice*. Three hours per week. Continued practice in the fundamentals, but more time spent on development of team play.

(b) *Pedagogy*. Professor Berry. One hour per week. Review of rules and scoring, discussion of base running, position play and of the modern team game.

(3) Juniors. Mr. Aylsworth.

(a) *Practice*. Three hours per week. Offensive and defensive team work. Further development of team work with special practice of fundamental offensive and defensive plays.

(b) *Pedagogy*. Professor Berry. Further discussion of offensive and defensive team play, discussion of battery strategy, the training and coaching of teams and of organized baseball.

(4) Seniors.

(a) *Practice*. Mr. Aylsworth, three hours per week. Special training on defensive team work, development of team play and coaching.

(b) *Pedagogy*. Professor Berry. Baseball symposium.

(5) Varsity team, Professor Berry, coach and faculty adviser, Messrs. Aylsworth, Norrfeldt and Walmer, assistant coaches.

One hour, four days per week. Theory and practice of the modern team game. Indoor practice as time permits, beginning in February. Preparation for regular schedule of the first and second teams.

TENNIS

Professor Brock.

Tennis has not as yet been organized as regular class work, except for the Senior secretarial men, but much interest is taken by the students in this sport. At least one annual tournament continuing for two weeks or more is conducted.

The College tennis team meets frequently with representative teams from clubs and colleges of the city and vicinity.

CANOEING

(1) Freshmen, Professor Affleck, eight weeks, one day per week.

(a) *Practice*. For this purpose the students are divided into groups and under supervision paddle on the lake in varying weather conditions. Special attention is given to bow and stern paddling, racing, single, double

and four paddle, tilting and other sports, loading, launching, carrying, righting and reëntering from water, etc.

(b) *Pedagogy*. Consideration is here given to canoes and boats—materials, shapes, sizes, advantages and disadvantages of each, handling, launching, landing, carrying, loading, care and repair, etc. Paddles—materials, shapes, sizes, uses, etc.

For the storage of canoes, boats, etc., belonging to private parties or classes an annual charge of \$2.50 is made.

CAMP CRAFT

(1) Freshmen, Professor Affleck, eight weeks, one day per week.

(a) *Practice*. The groups detailed for canoe practice land at Gerrish Grove and there practice under supervision the various phases of camping, including selection of sites, pitching and striking tents, building and extinguishing fires, preparation of meals, participating in camp games and sports, nature study and woodcraft.

(b) *Pedagogy*. Studies are conducted in organization and conduct of camps, including sites, equipment, daily programs of activity, individual outfits, side trips, nature study, cooking and serving meals, camp rules and regulations, camp "wrinkles," stories, etc.

72. Indoor Work—Fall, Winter, Spring Terms

Graduates of accredited colleges take during their Junior year five days per week with the Sophomore class. During their Senior year they take two days per week with the Senior class and three days per week with the Juniors. They are required to pass all tests. Varsity men in soccer and Rugby may be excused from fall gymnastics provided their grades warrant it.

MARCHING

(1) Freshmen, Professor Otto, nineteen weeks, five days per week.

(a) *Practice*. Instruction is given in plain marching, special attention being paid to the best formations for handling large classes. Accuracy of movement, prompt response and good posture are emphasized; maze running also receives attention.

(b) *Pedagogy*. This includes the material covered in the "Manual of Marching" by Cornell & Berry.

(2) Sophomores, Professor Brock.

(a) *Practice*. Review of elementary marching and the practice of fancy marching. Practice is given in leading.

(b) *Pedagogy*. A comparative study of the different books on tactics is made.

(3) Juniors, Professor Judd.

(a) *Practice*. A minimum of time is devoted to marching. Students are assigned for leading each day.

(b) *Pedagogy*. This includes discussions of the mistakes in commands and the pedagogy of command work in general.

(4) Seniors, Professor Judd. Students are required to give definite lessons in marching as part of a day's lesson for classes in the Y. M. C. A., school and college.

CALISTHENICS

(1) Freshmen, Professor Otto, nineteen weeks, five days per week.

(a) *Practice*. Instruction is given both by imitation and by command. Emphasis is laid on hygienic work which permits large classes to be handled effectively. Roberts' "Home Dumb Bell Drill" and McCurdy's "Dumb Bell Drill" are taught as samples of hygienic work.

Typical lessons for corrective, rhythmical and response work are given.

(b) *Pedagogy*. The "Calisthenic Nomenclature" by McCurdy is used as the basis for theory work in nomenclature. The importance of correct posture is emphasized. The students examine types of exercises used for boys in the Young Men's Christian Associations, boys' clubs and in the public schools. These types are studied by personal observation in Springfield and an examination of the literature of such observation in Springfield, Cleveland, New York, St. Louis, etc. Three typical hygienic lessons for boys and three of the command type are required as a part of the examination.

(2) Sophomores, Professor Brock, nineteen weeks, five days per week.

(a) *Practice*. The class is divided into groups for practice teaching, using both the imitation and command methods. Instruction is given in the wand drills by Gulick and by McCurdy and additional work with the steel wands and with bar bells. Class exercises with Indian clubs are given.

(b) *Pedagogy*. The class reviews rapidly the work covered in the Freshman year in the "Calisthenic Nomenclature" by McCurdy. They study carefully the official nomenclature of the Young Men's Christian Association for all forms of calisthenics. Dr. Arnold's nomenclature is studied. Students study the work for boys of high school age in the Young Men's Christian Association and in the public and private secondary schools. This includes observation work and a study of the literature. Six typical lessons for adolescent boys are required as part of the examination.

(3) Juniors, Professor Judd, nineteen weeks, three days per week.

(a) *Practice*. The work includes practice teaching in the class and assigned teaching outside the class. Instruction is given in Indian clubs and single sticks.

(b) *Pedagogy*. This includes a study of the nomenclature with practical demonstrations by the class. The construction of series of exercises for different groups of individuals receives attention. The class studies the exercises for men of college age and of adult life such as are found in the young men's and business men's classes of the Young

Men's Christian Association and in college classes for students and faculty. This study includes personal observation and a study of the literature.

Text-books: "Official Nomenclature of the Young Men's Christian Association"; "Calisthenic Nomenclature," McCurdy; and reference literature.

(4) Seniors, Professor Judd, twenty weeks, two days per week.

(a) *Practice*.

(b) *Pedagogy*.

The order of development of the exercises for the individual lesson is studied from its physiological and pedagogical aspects. From the abundance of material the teacher must be trained to select those exercises which are scientifically correct and in addition those which have intrinsic interest in themselves.

The lectures and recitations in calisthenic pedagogy discuss the common faults in teachers and the essentials of good teaching.

The men review rapidly the work for elementary, secondary and adult pupils and assignments are made for additional study of the group on the basis of the interest of the student.

Six typical lessons for business men, for professional men and for college students are required.

DANCING

(1) Freshmen, Professor Otto, nineteen weeks, five days per week.

(a) *Practice*. Instruction is given in elementary gymnastic dancing. This includes the elementary steps by McCurdy in Cornell & Berry's Manual and the general steps covered in "Gymnastic Dancing" by Davison. Some of the dances used are Carrousel, I See You, Shoemakers' Dance, Children's Polka, German Clap Dance, Danish Dance of Greeting, Ace of Diamonds, Washing Song, English Harvesters' Dance, Norwegian Mountain March, Irish Jig, Irish Lilt and Barn Dance. Instruction is given in simple dances adapted for elementary work and folk dancing for playground use.

(b) *Pedagogy*. A discussion of the types of music most useful in gymnastic dancing.

(2) Sophomores, Professor Brock.

(a) *Practice*. Instruction is given in gymnastic and athletic dancing and in more advanced folk dancing. The chief dances used are Sailors' Hornpipe, Hebbert's Schottische, Hebbert's Polka, Zig Zag Four Step, Reap the Flax, The Oxen Dance, The Csardas Dance.

(b) *Pedagogy*. The class discusses the fundamental dancing positions according to Zorn, Chalif and Perrin and the development of gymnastic dances for class use. Collections of dances are discussed, e.g., those by Crampton, Burchenal, Rath, Chalif and Davison.

(3) Juniors, Professor Judd.

(a) *Practice*. Instruction is given in English country dances, Morris dances, folk and character dances. Practice teaching of simple dances is included.

(b) *Pedagogy*. The place of gymnastic dancing in the curriculum is considered. The feminine and masculine types of grace are studied in their relation to types of dancing.

(4) Seniors, Professor Judd. Dance building is studied. Observation work in Associations, schools and recreation centers is required. Dances taught during the previous years are reviewed. A few exhibition dances are also taught.

Text-books: "Text Books of Dancing," Chalif; "Æsthetic Dancing," Rath.

HEAVY APPARATUS

(1) Freshmen, Professor Otto, nineteen weeks, five days per week.

(a) *Practice*. Hygiene or organic work receives large emphasis. Exercises allowing rapidity of approach, momentary support and quick retreat are used. A large number of exercises of moderate endeavor rather than a few of maximum effort are taught. The balance board is used with the mat exercises, the horse, buck and parallel bars to facilitate rapid approach. The course covers a large variety of elementary movements. The essential fundamental movements of intermediate difficulty are taught, including on the parallels from upper arm hang the upstarts, uprisers and rolls, from stand at the end of bars, combinations of single and double circles with seats; on the side horse the circles (a) from floor to rest, (b) from floor to floor, (c) from rest to floor, (d) from rest to rest; on the long horse the back, flank and straddle vaults and mounts; on the low horizontal bar the back circles, knee circles and upstarts; on the high horizontal bar the knee upstart, knee circles, upstart. These intermediate exercises receive a minimum of time. The object is to give men who have had little gymnastic experience instruction which will enable them to work up outside of class the fundamentals of intermediate apparatus exercises.

The chief purpose of the Freshman year is to teach a large variety of the rapid mass work which is adapted to the average class which the men will have to teach.

(b) *Pedagogy*. The class discusses the Young Men's Christian Association's Official Nomenclature for the mat and apparatus exercises used. The colleges and secondary schools also use this nomenclature.

(2) Sophomores, Professor Brock, nineteen weeks, five days per week.

(a) *Practice*. Intermediate exercises on the heavy apparatus are taught. The type is such as is ordinarily taught to intermediate and advanced classes, including the leaders' group. The athletic side of gymnastics is fostered rather than the slow exercises of strength where the body is held in static positions, e.g., levers.

Some of the minimum tests indicate the character of the work.

Parallel Bars. Upstarts from upper arm hang, shoulder stands, forward rolls, single and double circles on end of bar, single leg circles in center of bar.

Low Horizontal Bar. Short underswing upstart; short back circles mat to mat, mat to rest, and rest to rest, each with straight back; single and double knee circles front and back, front rest, squat vault dismount.

High Horizontal Bar. Upstart, short back circle from floor to front rest and from rest to rest. Knee upstarts outside and between hands, changes from front to back rest, knee circles forward and backward, hock dismount.

Side Horse. Front vault with back and arms straight, high side vault, single leg circles in both directions from front and back rest, side scissors in both directions, double back vault mount to cross riding seat.

Long Horse. Mounts and vaults, back, front, squat and flank, rolls on croup and saddle.

Mat Exercises. Throws and balances with one lying on mat, upstarts, head and hand springs.

(b) *Pedagogy.* The class completes the study of the Young Men's Christian Association's Official Nomenclature. They examine the nomenclature of the Germans as illustrated by Stecher's "German-American Gymnastics," Puritz' "Code Book of Gymnastics," and "Hints to Gymnasts," by Harvy.

(3) Juniors, Professor Judd, nineteen weeks, three days per week.

(a) *Practice.* Instruction is given in progressive horizontal bar, parallel bars, pommeled horse, long horse, rings and in tumbling. The character of the apparatus exercises is indicated by the following minimum requirements:

(b) *Pedagogy.* Class discussions of the mechanical principles involved in apparatus exercises and their application to the methods of teaching, catching and assisting men in difficult movements.

Seniors, Professor Judd, twenty weeks, two days per week.

(a) *Practice.* Electives will be allowed.

(b) *Pedagogy.* Methods of judging competitive apparatus are thoroughly discussed.

Varsity gymnastic team. Professor Judd, faculty coach.

The gymnastic team gives exhibitions during the winter season in the Young Men's Christian Associations, schools and colleges.

INDOOR GAMES

(1) Freshmen, Professor Otto.

(a) *Practice.* The class receives instruction in the mass games adapted to large groups. The following were taught during 1916-1917: *General Games:* Spud, dodge ball, kick ball, volley ball, whip tag, three deep, bull in the ring, leapfrog games, squat tag, hand tag, circle tag ball, indoor baseball, playground baseball, fist ball, captain ball, nine count ball, horse and rider, indoor hockey, cross tag, catch and pull, cat and rat, chariot race. *Racing Games:* Three Indian club race, Indian club circle race, obstacle races, hopping race, basket ball relay, short relay, pushing

balls on the floor, other relay races of various sorts, scrimmage ball, schlag ball, battle ball. Students are taught to play basket ball.

(b) *Pedagogy*. The rules of mass games are studied, using as a basis Chesley's book of "Indoor and Outdoor Gymnastic Games," Part I, "The Y. M. C. A. Army and Navy Athletic Handbook" and Bancroft's "Games." The basket ball rules for the current season are studied from the standpoint of playing and officiating.

(2) Sophomores, Professor Brock.

(a) *Practice*. The class practices the games adapted for smaller classes as illustrated by the material in Part II of Chelsey's "Indoor and Outdoor Games." They review the best mass games. Instruction is given in basket ball, indoor baseball, volley ball, indoor hockey, indoor soccer, scrimmage ball, hang ball, handball, team relays and bowling.

(b) *Pedagogy*. The rules for the games used in Chesley's book, Part II, are studied. In basket ball coaching and officiating are emphasized. Instruction is given in the rules of indoor baseball, handball and volley ball.

(3) Juniors, Professor Judd.

(a) *Practice*. Each student is required to teach a number of games suitable to use with the different groups found in Y. M. C. A.'s, schools, clubs, etc.

(b) *Pedagogy*. This consists of a discussion of the relative values of the various types of games covered during the four years.

(4) Seniors, Professor Judd. The development of indoor team games.

GROUP CONTESTS (INTERCLASS)

Interclass contests are arranged in Rugby football, soccer, basket ball, ice hockey, baseball, tennis, indoor and outdoor athletics and the hexathlon. These matches are used not merely to determine class championships, but to train the men in correct methods of conducting meets.

The Seniors do not compete in these meets, but serve as officials.

GROUP CONTESTS (INTERCOLLEGIATE)

These contests include games with the leading educational institutions of the East—Yale, Harvard, Princeton, Columbia, West Point, Amherst, Massachusetts State College, Wesleyan, Trinity, Tufts, and with many of the neighboring Young Men's Christian Associations—New York, Brooklyn, Albany, Schenectady, Pittsfield, Dalton, North Adams, Providence, New Bedford, Norwich, etc. The games in the various schedules are kept down to a minimum number. The contests are arranged chiefly on the College holidays to eliminate conflict with the theory course.

REGULATIONS FOR UNIFORM FOR INDOOR WORK

(1) *Sleeveless and long sleeve jerseys*, worsted, navy blue, neck and arm openings of approved size. On the breast, with its base five inches from the neck opening, an equilateral triangle, five inches on each side, of felt one inch wide.

(2) *Trousers*, navy blue with three-quarter inch white braid stripe on outside seams; foot loops of elastic.

(3) *Belt*, one and one-quarter inch black leather with nickel buckle.

(4) *Shoes*, black leather.

(5) *White coat sweater*.

No numerals, emblems or other ornaments, except the College team emblems, are to be worn on the sweater. The sweater is not required, but the only kind allowed is as described.

All materials, styles, etc., must be submitted to the costume committee, Professor Affleck, chairman, for approval before being worn on the gymnasium floor.

SWIMMING AND DIVING

Group assignments are made from each class for instruction in swimming.

(1) Freshmen, Professor Affleck.

(a) *Practice*. Individual instruction is given in practicing the various strokes so as to secure confidence and reasonably correct form in the breast, side and back strokes, in diving, plunging, treading water, floating, etc.

Minimum Tests.

Diving for form, shallow, deep, back.

Swim 100 yards using (a) breast stroke, (b) side stroke, (c) any other stroke.

Swim 20 yards on back.

Plunge for distance 24 feet.

Float or tread water for one minute.

(b) *Pedagogy*. During the season classroom sessions are held considering the general underlying principles, including buoyancy, floating, details in the various strokes, method of breathing, coördination of strokes and breathing, timing of strokes, standing and running dives, plunging, etc.

(2) Sophomores, Professor Affleck.

(a) *Practice*. The practice follows the same general lines, water basket ball, the recovery of objects from the bottom, methods of transporting unconscious person in water and of resuscitation.

Minimum Tests.

Dive for form using any three other than those in the Freshman test.

Swim 160 yards using four different strokes for at least 40 yards each.

Swim on back 40 yards using two strokes.

Plunge for distance 30 feet.

Support for one minute unconscious person of same weight as self; transport unconscious man 30 feet.

(b) *Pedagogy*. In addition to the theoretical work of the Freshman year consideration is given to the rules of water polo and methods of life-saving and resuscitation.

(3) Juniors, Professor Affleck.

(a) *Practice*. This consists of instruction and training in trudgeon and crawl strokes, under-water swimming, plunge for distance, relay and speed swimming, fancy diving from springboard—back, side, deep, shallow, swan, jackknife, handstand, back and front somersault, etc. Games including tag, leapfrog, water polo, water baseball, etc. Life-saving—approach, holds, breaks, methods of transportation and resuscitation. American Red Cross Life Saving Test is given.

Minimum Tests.

Diving from springboard for form using at least six different dives.

Swim 200 yards using at least four strokes for at least 50 yards each.

Swim on back 40 yards using for 20 yards (a) legs only, (b) arms only.

Three methods of release and rescue; tow or transport unconscious person of same weight as self 50 feet, resuscitation.

(b) *Pedagogy*. Emphasis is here placed upon the finer and more advanced features, methods of teaching, history of swimming, rules and events of competition, records of performance, etc.

(4) Seniors, Professor Affleck.

(a) *Practice*. Specialization is allowed in events which students elect.

(b) *Pedagogy*. Assigned coaching and officiating are required.

Fee, \$5.00.

ATHLETIC AND DEFENSIVE CREDITS

Three athletic or defensive credits are required of each student before graduation. The student may elect to secure all of these credits in one activity. Each course in boxing, wrestling or fencing gives one credit. Membership on any varsity, school or second team through the playing season gives one credit.

DEFENSIVE EXERCISES

(1) *Boxing*, Messrs. Mooney and Miller.

Individual instruction is given. Men who elect this course are expected to pass satisfactory examinations in the theory and practice of self-defense. Fee, \$5.00.

(2) *Fencing*, Professor Berry.

Fencing is the most popular of the group of defensive exercises. Electives are offered in the subject. Preference is given to upper classes when men are on the waiting list. Men are expected to pass as performers and teachers. Fee, \$5.00.

Varsity Team. A team is developed to compete against other colleges and Y. M. C. A. teams.

(3) *Wrestling*, Mr. Anderson.

Wrestling is taught with the idea of giving men a thorough knowledge of the various "holds." They are also examined on their ability to teach wrestling. Fee, \$5.00.

Preparatory Course

Conditioned students are coached in the following branches. This course aims to review the usual work given in a high grade high school in the subjects taught. Personal coaching is given to individual students.

1. English

Mr. Todd, three terms, five hours per week. The object of this course is to familiarize the student with the use of English. Much attention is given to personal instruction. The study of rhetoric and composition covers that given in a high school or academy.

2. General History

Professor Hyde, three terms, five hours per week.

Text-books: "Outlines of European History," Vol. I, Robinson and Breasted. Vol. II, Robinson and Beard.

3. Mathematics

Mr. Manherz, three terms, five hours per week. The first part of this course is devoted to a review of advanced arithmetic. Algebra is then studied as far as quadratics and the last term is devoted to mastering the five books of plane geometry.

The Text-books used are: "Grammar School Arithmetic," G. A. Wentworth, revised edition; "Elements of Algebra" and "Plane Geometry," revised edition, by same author.

4. Physics

Mr. Hutto, fall and winter terms, seventeen weeks, five hours per week. This work is conducted on the laboratory method and is devoted to a study of general physics. It seeks to prepare for the understanding of and research in subsequent studies in bodily mechanics and physiology of exercise.

The text-book used is Milliken and Gale's "A First Course in Physics." Laboratory fee, \$3.00.

5. Chemistry

Professor Hutto, winter and spring terms, eighteen weeks, five hours per week. Recitations and laboratory work in general chemistry, preparing for the college course of Sophomore year.

Text-book: Brownlee and others, "First Principles of Chemistry." Laboratory fee, \$3.00.

Summer School

The Summer School, organized in 1919, is designed to give credit courses. Courses are offered in physical education and athletic coaching. Practically all work offered is of credit caliber, consists of double periods and gives credit for one term's work in the regular course. The course consists of five weeks, six days per week. In general the Summer School is planned to furnish courses in theory and practice for the following groups:

(1) *Y. M. C. A. Leaders and Physical Directors.* Beginning with 1923 a graded four year course leading to a certificate will be started. Men not desiring the regular course may elect in this course or in theory work or in the School of Coaching.

(2) *Public School Physical Directors.* Beginning with 1923 a graded four year course leading to a certificate will be started. Men not desiring the regular course may elect in this course or in theory work or in the School of Coaching.

(3) *The School of Coaching.* Practical courses in theory and practice of coaching the major sports, designed to aid coaches who wish more training and to assist teachers in high schools and academies who also coach some sport.

(4) *Regular Course Students.* Courses are offered for regular course students desiring to make up back work or who wish by attendance upon three summer school sessions to shorten the regular course by a year. These courses are so arranged as to fit in to the regular College schedule. Students pay regular tuition and other fees according to the courses taken.

(5) *Springfield Alumni Working for Degrees.* Courses are offered for graduates who are non-degree men which give definite credit towards the Bachelor's degree in Physical Education. Candidates for this degree should confer before May 1 by letter with the degree committee, Professor H. M. Burr, chairman, and secure a statement of the requirements to be met. Candidates for the Master's degree of Physical Education may, by vote of the faculty, satisfy the requirement of the year of residence by attendance upon three summer school sessions and by satisfactorily carrying full work therein. The thesis requirements may be worked up outside. A candidate for the Master's degree must have spent at least one year of residence in the regular College course and must possess the Bachelor's degree in Physical Education or satisfy the Committee that he has equivalent training.

General Information

1. Admission

The College has a high standard for admission which is a test of personality as well as intellectual ability. The College is open only to Christian young men, over eighteen years of age, who *have already shown ability* in the direction of the work for which they wish to prepare. Each applicant must be a member in good standing of an evangelical church, and if admitted is expected to unite and work with some church of his choice in this city within the first term after his admission. He should also be a man of leadership and physical vigor.

2. Degrees

Candidates for the Bachelor's degree must present a certificate of graduation from a four years' course of an approved high school or academy. It is desirable that candidates for the physical course should elect in high school courses in English, French, German, mathematics, physics, chemistry and history.

Candidates without high school certificates may be admitted under the following conditions:

(1) They must present a certified list of subjects covered, with the grade in each; also the number of recitation periods in each subject.

(2) One recitation period is to count one point.

(3) The total number of points required is 2,880, after the plan of the Board of Regents of the University of the State of New York.

(For a suggested outline of courses, see "Secondary Education, Bulletin 658, Syllabus for Secondary Schools," published by the New York State Educational Department, Albany, N. Y. Price 25 cents.)

(4) Candidates must pass examinations in English, mathematics and science 600 points, and in history 400 points.

(5) The additional 1,880 points required are elective and are accepted on certificate.

3. Requirements

(1) College and technical school graduates may be given advanced standing if the president finds upon examination that they have satisfactorily completed any subjects in the course for which they are registered.

(2) All men enter the institution on probation. They are recognized as matriculated students only after they have satisfactorily completed one term's work.

(3) All students upon entering must pass a physical examination. Candidates for the physical course should do this before coming to Springfield.

(4) Business experience is most desirable for men entering the secretarial course.

(5) Admission should be applied for at least two weeks before the opening of the College year (Wednesday afternoon, at four o'clock, September 19, 1923), and all students are expected to be present at the opening exercises.

(6) If at any time a student shows lack of the prerequisites for success, he will be dismissed.

(7) No one will be enrolled as a student unless he is taking two hours' recitation work daily. Persons desiring less work may be admitted as visitors, but cannot be rated as students.

(8) No student who is in arrears to the College or in debt elsewhere in Springfield will be graduated.

(9) Monday, Tuesday, Wednesday, September 17, 18, 19, will be devoted to registration. A student who enters with conditions or upon examination must make arrangements with the director of his department before the opening of College.

4. Estimate of Expenses for the College Year

The following table is based upon the experience of the past five years:

Table board (Woods Hall, \$6.00 per week),	\$228 00	\$228 00
Furnished room with light and heat (\$2.25 per week, 38 weeks). A reduction of twenty-five cents per week if paid monthly in advance,	85 50	85 50
Tuition,	185 00	185 00 208
Locker and towel fee,	6 00	6 00
Boxing, fencing or wrestling,	5 00 to	10 00
*Gymnastic and athletic suits,	25 00 to	50 00
Laundry,	25 00 to	50 00
Text and notebooks,	25 00 to	40 00
Laboratory fees and supplies,	10 00 to	20 00
Class fee,	1 00	1 00
Conventions,	15 00 to	25 00
†Membership in Student Association,	20 00	20 00
	<hr/>	<hr/>
	\$630 50	\$720 50
Senior trip,	30 00 to	40 00
Junior trip,	25 00	25 00
Diploma,	5 00	5 00

* Students are advised not to purchase gymnastic or athletic suits before coming to the College, as the College has regulation colors and suits which all are expected to wear.

† Students are expected to take out a membership in the Student Association and support its work. This ticket will admit them to the privileges of the city Associations.

Tuition is payable for the first half at the opening of College and the second half on the last Monday in January. An additional charge of \$10.00 will be made for tuition for each half year unless paid in advance. There will be no refund of tuition for students leaving six weeks or more after the beginning of the fall term or six weeks or more after the last Monday in January. The locker and towel fee and all laboratory fees are payable at the beginning of the year.

Room rent is payable *promptly* on the first day of each month and rooms can be held only upon this condition. A reduction of one dollar per month is made to students who comply with this condition. No reduction of rent will be made to a student who engages a room and fails to appear at the specified time, nor to one who vacates his room less than a month before the close of the College year. Rent stops only when the room is vacated and the key returned to the office. A deposit of fifty cents will be required for each key.

Each student lodging in the dormitory will care for his own room, which must be kept scrupulously clean. He will be expected to provide sheets, pillow slips, towels and soap. Beds are all single; pillows, 18 x 25 inches. Rooms are liable to inspection. A student will be held responsible for any damage to College property affecting his room or any part of it.

5. Eligibility

(1) *Application.* The following regulations apply to students taking part in any public games and exhibitions as active participants, managers and assistant managers and do not apply to interclass, interclub or similar games and exhibitions. They apply also to the editorship of College publications, membership in the student cabinet, presidency of the senate and to all competitors for these positions, including managership and assistant managership. They apply also to participation in elective normal work.

(2) *Occasion of Ineligibility.*

(a) Failure at mid-term in maintaining passing grade in three courses.

(b) Conditions in more than three subject units, no more than two of which may be academic.

(c) When a Senior is made a special student at beginning of winter term because of conditions.

(3) *Effect.* Within one week after notification, suspension of any participant from any activity above stated. Operative for not less than two weeks.

(4) *Removal of Ineligibility.* Only by obtainment of satisfactory final grade in conditioned course or courses.

(5) *Reports.* Written report shall be made by each faculty member to the registrar twice each term.

(a) All delinquent students at mid-term (exact date to be announced in advance by registrar).

(b) All students within one week following close of term.

(6) *Notification.*

(a) *Ineligibility.* Chairman of eligibility committee shall post list of ineligible men within the first three days at the beginning of each term and three days following mid-term reports, mailing same list to coaches of all teams and notifying in writing each ineligible man.

(b) *Reinstatement.* The chairman of the eligibility committee shall, upon notification of the registrar of removal of conditions, remove name of student from ineligible list, notify coaches of all teams and give the student the eligibility certificate.

(7) *Enforcement of Regulations.* By automatic action; by coaches and faculty advisers; by entire faculty.

6. Promotions

Students are promoted by subjects. Failure to complete any term's work in any schedule subject at the end of such term is known as a condition. A regular examination without fee will be held on the third Monday of each term for the removal of conditions. Unless a condition in any subject is removed before this work again occurs during the student's course, the subject must be repeated in regular course.

7. Requirements for Graduation

A semester hour is equivalent to seventeen lecture or recitation hours. Two hours of laboratory work are equivalent to one lecture or recitation hour.

To be eligible for the Bachelor's degree a student must satisfactorily complete 124 semester hours in theory courses (i.e., non-physical practice), must acquire 250 honor credits and have attained a grade of "B" (i.e., two honor credits per hour) or higher in three-fourths of his semester hours each year. He must have attained an average of "B" or higher in first-year English. A thesis counts as a certain number of semester hours, determined by the head of the department and is graded in the same manner.

A student is not permitted to raise a grade in a subject already completed, except by repetition in class.

A student who acquires 325 honor credits receives upon graduation his Bachelor's degree "With Praise," and one who acquires 400 such credits receives "With High Praise."

In addition to the above the candidate must satisfactorily complete the requirements of his department in physical practice, and if in the physical education course, must attain an average of "B" in physical practice each year.

If a student is conditioned in any subject he shall not receive a grade higher than "B" upon completion of same.

8. Grading System

All grades are reported as A+, A, B+, B, C+, C, F or FF. These correspond approximately as follows:

A+ 95-100.

A 90-95.

B+ 85-90.

B 80-85.

C+ 75-80.

C 70-75.

F Condition, with privilege of removal by examination.

FF Failure, without privilege of removal except by repetition in class.

Scholastic honor credits are given as follows for each semester hour completed:

A+	3½
A	3
B+	2½
B	2
C+	1½
C	1

9. Cut System

All cuts taken by students while actually representing the College in activities approved by the faculty are cancelled by their authority. All cuts are handled by the Deans' offices and treated as a whole instead of allotted to separate courses.

Credit is given toward graduation for allowed cuts not used.

The System.

Each student is allowed eight cuts a term for all classes.

A penalty of two-tenths of an honor credit for each over cut.

A reward of two-tenths of an honor credit for each allowed cut not used.

Cancellation of all cuts taken during specific periods of outside activity which the faculty has approved in advance.

10. Faculty Control

(1) *Faculty Advisers.* The chairman of the physical department committee of the student Association will confer with the director of the physical department regarding general matters of policy in all physical activities. The director appoints faculty advisers for each sport who will advise with the coaches, managers and captains regarding the schedules and management of individual teams. Schedules become official only when they have been adopted by the faculty.

(2) *Physical Condition.* Teams are limited to men physically fit for the contest in which they wish to engage. Fitness is determined by the director after careful examination at the time of entrance. Additional examinations are made if any doubt exists as to physical fitness.

(3) *Outside Competition.* Individual students or teams shall not enter competition on other than regularly organized college teams without the consent of the director from September 19 to June 13.

11. Student Control

(1) *General Supervision.*

The physical department committee of the student Association has general supervision under the direction of the faculty of all varsity, College and class teams in competition. They may recommend to the faculty men competent as coaches for the various teams. If these men are outside the regular faculty, a deposit of an amount satisfactory to the faculty must be made with the College treasurer for the salary of the coaches. All salaries are paid by the College through its treasurer.

(2) *Major and Minor Teams.*

The football, baseball, gymnastic, track and basket ball teams are recognized as major teams. Soccer, hockey, boxing, swimming, cross country, wrestling and tennis at present constitute the group of minor teams.

(3) *Regulation Sweaters.*

Team	Uniform	Emblem
Rugby football	White "V" neck sweater	Maroon S
Baseball	White "V" neck sweater	Maroon S
Gymnastic team	White "V" neck sweater	Maroon S
Track	White "V" neck sweater	Maroon S
Basket ball	White "V" neck sweater	Maroon S
Soccer	White "V" neck sweater	Maroon ASF
Hockey	White "V" neck sweater	Maroon HSt
Boxing	White "V" neck sweater	Maroon BSt
Tennis	White "V" neck sweater	Maroon tSt
Swimming	White "V" neck sweater	Maroon sSt
Wrestling	White "V" neck sweater	Maroon wSt
Cross country	White "V" neck sweater	Maroon cSc

(4) *Team Emblems and Certificates.*

Team emblems and certificates are given by the student Association to those who make varsity. The varsity emblem consists of a six-inch block S, maroon in color. The minor teams have the same emblem with two-inch team letters on each side of the emblem. The second team emblem is a five-inch block S with the figure two inserted in it. The class numerals consist of three-inch block maroon numerals.

Varsity emblems and certificates are given under the following conditions:

Varsity Emblems.

Each team, with the exception of the gymnastic team, must have four recognized colleges on its schedule.

The gymnastic teams shall have a schedule of not less than eight exhibitions and the individual must take part in all exhibitions.

Minor Emblems.

The team must have a schedule of at least four games.

The individual must take part in at least two full or four half games.

Class Numerals.

These are awarded to freshmen according to the same rules governing the varsity team of the same sport. The freshman rule is strictly enforced.

12. Self-Support

Many of the students earn a portion of the expenses of the course either during vacation or by securing work in the city. The institution cannot undertake to find work for students in advance of their coming, but by letters of introduction, information and in other ways renders much assistance to students with insufficient means. A small loan fund, however, has enabled quite a number of students to complete their courses. The income from the Foss Fund of \$1,000 is also available for this purpose. A number find opportunity for work in connection with the buildings. Students are given positions as assistant teachers in the preparatory department, in the gymnasium and on the athletic field. A number secure positions in neighboring Associations. Candidates for admission who have insufficient means are invited to correspond with the president.

13. Student Organizations

The College does not permit fraternities, brotherhoods or permanent social clubs.

THE STUDENT ASSOCIATION

The student Association is the great factor in student life. It fosters and administers the religious activities of the student body. It controls and administers all varsity and class athletics, the College dining-hall, the student coöperative store, the employment bureau, the literary societies, College dramatics, the musical clubs and all College social activities. The official organ of the student Association is the *Springfield Student*, published weekly.

Participation in all student activities is dependent upon membership in the student Association. The annual fee of twenty dollars admits the member to all athletic contests, gymnastic exhibitions and entertainments without recurrence of further dues. This fee also includes subscription to the *Springfield Student*.

All activities of the student Association must be carried on in harmony with the ideals of the College and subject to the approval of the president.

By vote of the trustees the annual budget and the appointment of permanent employees and coaches must be submitted to him for approval and expenditures must be audited under his direction. When not needed for College purposes, it has been the practice of the institution to allow the student Association the use of Woods Hall and the athletic fields. The use of this property must be subject to the supervision of the College authorities.

It is expected that every man will join the Association upon his arrival in Springfield.

SENATE

Five seniors and four juniors compose this organization.

Through the senate the student body is self-governing. It is responsible for the regulation of student conduct and customs. It is given the power to discipline and if necessary dismiss undesirable students. The actions of the senate must be carried on in harmony with the ideals of the College and subject to the approval of the president. Students who feel aggrieved have the right to appeal to the president.

The senate has filled a great need in the student body and the experience of past years has shown the wisdom of having such an organization.

LEE LITERARY SOCIETY

This society, the oldest of its kind in the College, has accomplished much useful work. Since its inception it has striven to give thorough discipline in debate and in the proper conducting of the deliberative assemblies. Through its regular weekly meetings its members are afforded an opportunity of acquiring that facility of speech and that clearness and force in the expression of thought and feeling which form such a valuable asset in after years. The Lee Society was named in honor of Henry S. Lee, one of the early benefactors of the College.

McKINLEY LITERARY SOCIETY

The McKinley Literary Society this past year has been of great service to its members for training in parliamentary law, public speaking and debating. The student critic work, giving the members an opportunity themselves of criticising the program, has been a success. The programs have been well planned and faithfully carried out, covering a wide range of popular subjects. The social life of the society, with evenings on the lake, canoe trips, camp suppers and the annual banquet in Woods Hall, keeps the members alive to the possibilities in their later work. Members of incoming classes are always welcome to the society's meetings and all are invited to join.

THE INTERNATIONAL LYCEUM

The Lyceum's existence has been most successful. Owing to the growth of the College, it was deemed advisable to increase the limit of membership to thirty-five.

The programs as in the past have been varied and of social and literary interest. The constitution has been revised and especial attention is being given to developing a knowledge of parliamentary practice, together with ease and fluency in speaking.

The Lyceum extends to new students a most cordial invitation to become members of this society in the study of literature and of the art of public speaking so essential to Association men.

THE PHILOMATHEAN LITERARY SOCIETY

The Philomathean Literary Society has now been in existence for fifteen years and during this time its progress has been steadily advancing and the success of its teams in the intersociety debating contest has been of the highest.

The purpose of the society is to develop the art of public speaking, to become familiar with parliamentary procedure and to stimulate an interest among its members for conducting business in a systematic manner. It is also the aim of the society to foster a fraternal spirit among its members and to assist in developing their social nature. The membership in this society is limited to twenty-five, that there may be a larger opportunity for development along these lines.

The society meets each Monday evening during the College year. A cordial invitation is extended to all to attend any of its sessions and especially are all members of incoming classes invited to be present at its regular meetings.

WEIDENSALL LITERARY SOCIETY

A voluntary organization of students for the study and discussion of rural life problems and literature and for personal development in character and in facility and power in public debate. This literary society, while not limited in membership to county work men, gives its attention nevertheless to rural life topics. The society meets each Monday evening throughout the year and combines in its program the functions of a social organization, a literary society and a seminar. This society is affiliated with the federation of Collegiate Country Life Clubs.

THE BRITISH SOCIETY

This society, composed of men from all parts of the British Empire, was formed some years ago with a view to keeping all its members in a close fellowship with each other and also for the promotion of a spirit of comradeship with the men of America while they are in this country. Since the formation of the society many of its members have gone out to do Young Men's Christian Association work in all parts of the world. In Australia, France, Russia, India, South Africa, England, Canada, Hawaii and many other places are to be found men who were former members of the society.

Various functions are held throughout the year, including the banquet to incoming men in the fall and a celebration in the country on May 24, Empire Day.

COLLEGE MUSICAL CLUB

The musical work of the College is described on page 49. The musical club, composed of glee, mandolin and guitar clubs and orchestra, is the organized means of expression for the musical talent in the College. With the rapid growth of the College a parallel standard of excellence is the goal of the club. The objectives are: To promote the interest in music within the College; to prepare students for serving musically in the secular and religious work in the Young Men's Christian Association and to provide opportunity for service in the religious life of Springfield and vicinity. Those with musical ability are always welcomed within its ranks. Members receive recognition for faithful work in the form of a suitable emblem and certificate.

COLLEGE DRAMATIC CLUB

Dramatics find a prominent place in the College and the plays presented by the students are of a particularly high order. Any member of the student Association may try out for a place in the cast of the various productions arranged by this department. The chairman of the Dramatic Club is appointed by the student Association and the committee is made up of the chairman and the four committee men.

Entering students interested in dramatics should consult the chairman as soon as they arrive at the College.

THE SPRINGFIELD STUDENT

The *Springfield Student* is the representative College paper, which was first issued in January, 1908, when it appeared in connection with *The Association Seminar*. In October, 1910, it became a separate publication. The purpose of the *Springfield Student* is accurately to represent the College in all its departments and to encourage the students in self-expression along literary lines. The paper is under the supervision of the student Association, but directly controlled by the editorial board, which consists of a staff partially elected and partially appointed.

14. Contributions

To maintain the work of the College on its present plane of efficiency, a yearly income of \$100,000, aside from tuition fees and room rentals, is required. Inquiries concerning the finances will receive prompt attention if addressed to LAURENCE L. DOGGETT, President, and remittances may be made payable to HENRY H. BOWMAN, Treasurer.

The College has a partial endowment fund of \$202,969, which has been contributed by friends of the institution during the past few years.

This consists of the following funds:

Parmlee Memorial Fund	\$10,000
Horace Smith Fund	45,000
Horace Smith Loan Fund	5,400
Russell Sturgis Memorial Fund	1,000
R. R. McBurney Fund	3,000
Henry S. Lee Fund	5,000
F. M. Kirby Fund	5,000
F. B. Pratt Fund	5,000
Emerson Gaylord Memorial Fund	5,000
Woods Hall Endowment Fund	4,600
Mary R. Searle Library Fund	1,000
Foss Student Loan Fund	1,000
Frances Moody Memorial Fund	10,000
Robert A. Harris Memorial Fund	1,000
Edwin F. See Memorial Fund	2,500
George W. Collord Student Loan Fund	1,500
Theron H. Hawks Fund	500
British Loan Fund	300
Sherman D. Porter Fund	10,000
Mary C. K. Preston Fund	1,600
Edward P. Hitchcock Fund	5,000
Edward W. Marsh Fund	29,000
Colton Fund	3,000
Zenas Crane Fund	5,000
Daniel L. F. Chase Fund	2,255
Elizabeth Gaylord Fund	2,000
John McFethries Fund	2,000
General Fund	36,314
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Total Endowment	\$202,969

15. Bequest for Endowment

I give and bequeath to the International Young Men's Christian Association College, Springfield, Mass., the sum of _____ to be safely invested by them and called the _____ Fund, the interest of this fund to be applied to the use of the College.

16. Perpetual Loan Fund

For the purpose of founding a perpetual loan fund in the International Young Men's Christian Association College, Springfield, Mass. [or any of its departments, if so stated], I hereby give the sum of _____—or its equivalent in good securities at cash value—to be safely invested by them, the income to be loaned toward the education of students who have already shown ability in the work of the College.

Students 1921-1922

Senior Class (1922)

Ablan, Pedro	P	Laoag, P. I.
Adam, Albert Conrad	P	Hanover, Germany
Aquino, Serafin	P	San Miguel, Bulacan, P. I.
Bennett, Donald Graham	P	Worcester, Mass.
Bradley, Edward Russell	P	Atlantic City, N. J.
Burns, Henry Leroy	P	West Haven, Conn.
Chase, William Bartlett	S	New Bedford, Mass.
Chattin, Joseph Glidden	P	Mountainside, N. J.
Christian, Wayne	P	Reading, Pa.
Clegg, Arthur Andrew	P	Mount Vernon, N. Y.
Confer, Harold Thorne	P	Yellow Springs, Ohio
Davis, Clarence William	P	Hartford, Conn.
Davis, Frank Shepherd	S	Menlo Park, Calif.
Delano, Chester Kenneth	P	Plymouth, Mass.
Denny, Giles Maurice	P	Mexico, N. Y.
Diemer, William Sorber	P	Pottstown, Pa.
Downs, Myron Herbert	C	South Jamesport, N. Y.
Eastwood, Floyd Reed	P	Rochester, N. Y.
Ellinwood, James Vincent	P	Goldsboro, N. C.
Evans, Harold Mosely	P	Winthrop, Mass.
Fitch, Cyril Edward	C	Riverhead, N. Y.
Ford, James Carroll	I	Washington, N. J.
Ford, Judson	P	Ridgewood, N. J.
Gemme, Arthur Lewis	P	Holyoke, Mass.
Gramley, John Cornelius	P	San Diego, Calif.
Graves, Charles Weaver	P	New London, Conn.
Graziani, Guido	P	Rome, Italy
Haughey, James Patrick	P	Vineland, N. J.
Heck, Esbon Elton	I	Holyoke, Mass.
Hoercher, Frank Raymond	P	Rochester, N. Y.
Hosley, David Grant	P	North Adams, Mass.
Hulek, Edward Aloys	P	Hamilton, Ont.
Hurst, James Bowden	P	Norristown, Pa.
Husbands, LeRoy Clinton	P	Elizabeth, N. J.
Huston, Leon Leroy	P	Lisbon Falls, Me.
Kimball, Harold Lincoln	C	Waltham, Mass.
King, Victor Emmanuel	P	Dover, N. H.
Law, Joseph Samuel	P	Manchester, N. H.
Leonard, Albert Shepard	P	Melrose, Mass.

Livingstone, Alfred	P	Paterson, N. J.
Long, John Franklin	I	Jeannette, Pa.
*Macomber, Roland Bryant	P	Wilton, Me.
McCann, Edward Francis	P	Springfield, Mass.
McCarraher, John Dewey	P	Phoenixville, Pa.
McCaskie, Kenneth Louis	P	East Orange, N. J.
Merwin, John Demarest	C	Southold, N. Y.
Miller, Norman J.	P	Hyde Park, N. Y.
Moore, Edmund Halsey, Jr.	P	East Orange, N. J.
Morrison, Daniel Kenneth	C	Newport, R. I.
Nicholls, Cecil Philip L.	P	Newfane, N. Y.
Offer, Alfred Benjamin	B	Coeur d'Alene, Idaho
Osborne, William Terry	P	Port Jefferson, N. Y.
Parker, Richard Wilbur	S	North Attleboro, Mass.
Paul, Charles Albert	P	Rochester, N. Y.
Porter, John Bunyan	S	Hampton, Va.
Pucillo, John	P	Newark, N. J.
Quaas, Harry Loring	P	East Orange, N. J.
Quinlan, Percy Hall	P	Needham Heights, Mass.
*Redshaw, Albert Chester	B	New Brunswick, N. J.
Rockhill, Lawrence Hunter	P	Lebanon, Ohio
Romeo, Frank	P	Hammonton, N. J.
Schaefer, Arthur Frederick	P	Cleveland, Ohio
Simon, Carl Frank	P	Manchester, N. H.
Starr, John Howard	P	New London, Conn.
Steinhilber, John William	P	Carthage, N. Y.
Stevens, Charles Everett	P	Walden, N. Y.
Taraldsen, Earl	P	New York City
Thompson, Herbert Arthur	P	Rochester, N. Y.
Thurmond, Felix Crofton	C	Houston, Tex.
Towl, Forrest Milton, Jr.	S	Brooklyn, N. Y.
Twist, LoRee Beecher	B	Morristown, N. J.
Valdez, Antonio	P	Prospers, Yquitos, Peru
Ward, Edwin Henry	P	Norwood, Mass.
Watters, Leonard Alvyn	P	South Bend, Ind.
Weaver, Chester Laurence	B	Washington, D. C.
Wells, Marcus Belden	C	White Plains, N. Y.
Whitney, Robert Earl	P	Syracuse, N. Y.

Seventy-seven Seniors.

Junior Class (1923)

Abercrombie, Edward Francis	P	Bridgeport, Conn.
Adams, Harold Gillet	B	Newton Center, Mass.
Adams, Oliver Justin	P	Chelsea, Mass.
Anderson, Harry Wright	P	Auburn, Neb.
Aylsworth, George Hiram	P	Rochester, N. Y.

Bahn, Jesse Richard	S	Binghamton, N. Y.
Bass, Kendall Dailey	B	Springfield, Mass.
Batchelder, Philip	B	Peterborough, N. H.
Bauer, Fred Louis	P	Auburn, Ind.
Borst, Glenn Carl	P	Syracuse, N. Y.
Burr, John Harold, Jr.	P	Springfield, Mass.
Cate, Ray Borden	P	Dresden Mills, Me.
Chang, Sing Fu	P	Shanghai, China
Civiletto, Frank Jerry	P	Cleveland, Ohio
Courtney, Walter Allen	P	Maynard, Mass.
Cranton, Herbert Samuel	P	Brockton, Mass.
Crooks, William James	P	Newark, N. J.
Cross, Hartley William	S	Milaton, South Australia
Davis, Harry Hudson, Jr.	P	Morristown, N. J.
Decker, Morris Cleveland	P	Le Roy, N. Y.
Dillenbeck, Ben Stephen	P	Dansville, N. Y.
Drennan, John Francis	P	Springfield, Mass.
Emmons, Cornelius Arthur, Jr.	P	Perth Amboy, N. J.
Engleman, Harry August	B	Rockaway, N. J.
Fisher, Harold Frederick	P	Augusta, Me.
Fuhr, Percy John	P	Port Chester, N. Y.
Gibson, Thomas Allan	B	Rochester, N. Y.
Heald, Maurice Elmer	S	Newport, N. H.
Herron, Carl Vinton	P	Grand Rapids, Mich.
Hoh, Gunsun	P	Wai-an, Kiangsu, China
Kaiser, Armin Jacob	C	Evansville, Ind.
Lane, Russell Montgomery	C	Riverhead, N. Y.
Lash, Dale William	P	Oil City, Pa.
LeBrun, John Joseph	S	Brooklyn, N. Y.
Lloyd, Frank Sydney	P	London, England
MaLette, Harry Lathaniel	P	Indianapolis, Ind.
Manherz, Jesse Omer Price	P	Waynesboro, Pa.
Maynard, Floyd Miles	C	Millers Falls, Mass.
Mazeski, Edward James	P	Hadley, Mass.
McClumpha, Francis Roy	P	Amsterdam, N. Y.
McPherson, Donald Beach	P	Mitchell, S. Dak.
Merriman, John Spence, Jr.	P	Holyoke, Mass.
Miller, Lawrence Arden	P	Pittsfield, Mass.
Mitchell, William Henry, Jr.	S	Princeton, N. J.
Mooney, Bernard Francis	P	Worcester, Mass.
Moore, Clifton Robert	P	Taunton, Mass.
More, Arthur Louis	P	Holyoke, Mass.
Mountain, Harold Augustus	B	Hamilton, Ont.
Nossek, Harry Joseph	P	New London, Conn.
*Olsen, Olaf Hoir	P	South Bend, Ind.
Pasho, Ralph Stanley	P	Syracuse, N. Y.

Pereyra, Julio	P	Montevideo, Uruguay
Pitts, Philip Samuel	S	Plattsburg, N. Y.
Pucillo, Joseph	S	Newark, N. J.
Read, Forrest Goodell	P	Springfield, Mass.
Rector, Marshall Alfred	P	Grand Rapids, Mich.
Risedorph, Allen Edward	P	Grand Rapids, Mich.
Robbins, Francis Allen	P	Chelsea, Mass.
Root, Joseph Henry	P	Kinsman, Ohio
Savelle, Maxwell Hicks	B	Springfield, Mass.
Seeders, Edwin Rowland	B	Hobbs, Md.
Simmons, Frank Maitland	P	Richford, Vt.
Song, Chin Foh	P	Shooshing, China
Stacy, Leland Lorenzo	B	Wellesley, Mass.
Staudenmayer, Frederick	P	Utica, N. Y.
Stearns, William Lowell	P	New London, Conn.
Stevens, William Gordon	S	Winnipeg, Man.
Stone, Robert	P	Schenectady, N. Y.
Stout, Ralph Albert Franklin	P	Reading, Pa.
Suvoong, Thomas Housing	P	Shanghai, China
Todd, Seymour Studley	P	Springfield, Mass.
Walker, Herbert	P	Providence, R. I.
Walsh, Aquila Lee	P	Springfield, Mass.
Zimmerman, George Elwood	P	Big Pool, Md.

Seventy-four Juniors.

Sophomore Class (1924)

Allen, Arthur Albert	P	Springfield, Mass.
Allen, Fred William	P	New York City
Amann, Lawrence Carl	P	Rochester, N. Y.
Ashbrook, Willard Pettitt	P	Richmond, Va.
Barkman, Leon Barret	S	Hackensack, N. J.
Barron, Hugh Chapman	P	Pittsfield, Mass.
Bearse, Vernon Burlingame	P	Hyannis, Mass.
Beasley, Claude Newton	P	Conneaut, Ohio
Beukema, Christian	P	Grand Rapids, Mich.
*Beukema, John Henry	P	Grand Rapids, Mich.
Bragaw, Elias Townsend	P	New London, Conn.
Cannon, Minous	P	Perth Amboy, N. J.
Chiapella, Emilio	P	Montevideo, Uruguay
Clevenger, Leander Stanley	C	Haddonfield, N. J.
Clough, George Kenneth	B	Springfield, Mass.
Converse, Everett Chester	P	Springfield, Mass.
Dangerfield, Howard Jeremiah	P	Indianapolis, Ind.
Danielson, Andrew John	P	New Britain, Conn.
Davis, Frederick	P	Chelsea, Mass.
Davison, William Thomas	P	Albany, N. Y.

Deming, Walter Ennis	P	Farmington, Conn.
Duncan, Millard Stanley	S	Millbrook, N. Y.
Elbel, Clarence Adolph	P	South Bend, Ind.
Eldridge, Richard Bullen	S	Brockton, Mass.
Evans, Herbert Emlyn	C	New York City
Everts, Lester Grant	P	Gardiner, N. Y.
Finley, Otis Ezekiel	P	Akron, Ohio
Forbes, George Robert	P	Fitchburg, Mass.
Galvin, John Henry	S	Ludlow, Vt.
Gehrke, William Charles	P	Springfield, Mass.
Grassi, Agosto Hugo	P	Montevideo, Uruguay
Guyer, Henry Hall	P	Asbury Park, N. J.
Hall, Newell Pike	P	Wendell, Mass.
Hamm, William Albert	P	Bridgeport, Conn.
Hanson, Raymond Willis	P	Washington, D. C.
Hart, Theodore Charles	P	Fredonia, N. Y.
Hoaglund, Conrad Hilding	B	New Britain, Conn.
Hosmer, Frank Howard	P	Greenfield, Mass.
Johnson, Harry Charles	P	Dayton, Ohio
Kent, Willis Haines	B	Coatesville, Pa.
Kiff, Frank H. Viele	P	Bath, N. Y.
Lang, John Gilbert	P	St. Thomas, Ont.
Lindsay, William Thomas	P	Quincy, Mass.
Lorenz, Alfred Lloyd	P	Woodridge, N. J.
Loveland, Norman Stone	B	Bristol, Conn.
*Lutfig, Paul	S	Mersine, Cilicia
Lyman, Edward Winslow	P	Pittsfield, Mass.
McCollam, Robert Martin	S	Springfield, Mass.
McCourt, George	P	Brooklyn, N. Y.
McCutcheon, James Duff	P	Newark, N. J.
Morresy, John Calvin	P	Framingham, Mass.
Munson, Harry Leonard	P	Jamestown, N. Y.
Murphy, Maynard Scott	P	Rochester, N. Y.
Oosting, Raymond	P	Grand Rapids, Mich.
*Parkhurst, Winslow Smith	P	Gloucester, Mass.
Rasch, John	P	Middletown, Conn.
Reid, David Hector	P	Hamilton, Ont.
Rodriguez, Tomas Benjamin	S	San Antonio, Texas
Russell, Harold Windlow	S	Kane, Pa.
Sayles, Clarence Wilson	P	Hornell, N. Y.
Schafer, Louis Herman	P	Batavia, N. Y.
Scouten, George Frederick	B	Brooklyn, N. Y.
Smith, Willard Nathaniel	P	South Hamilton, Mass.
Splete, Howard Henry	P	Cleveland, Ohio
Staley, Leo Gordon	P	Johnstown, N. Y.
Stevenson, William Chipman	P	Baldwinsville, N. Y.

Stone, Charles Sumner	B	St. Louis, Mo.
Takeuchi, Deuchi	C	Hanapepe, Kauai, Hawaii
Torrens, Robert Gassin	P	East Bloomfield, N. Y.
Tousley, Charles Vernon	P	Burlington, Vt.
Tyler, Ernest James	P	Cleveland, Ohio
Vaughn, Homer Keith	P	Williamson, West Va.
Vincent, Harry Leland	S	New Hartford, N. Y.
Wall, Fred Taylor	P	Birmingham, Mich.
Walmer, Irwin George	P	Myerstown, Pa.
Watters, Warren William	P	South Bend, Ind.
Wells, Linn S.	P	Wilton, Me.
Westrup, Franklin O.	P	Monterey, N. L., Mexico
Wilson, Ira Sammons	P	Fonda, N. Y.
Young, John Gilmore	B	Brooklyn, N. Y.

Eighty Sophomores.

Freshman Class (1925)

Aldrich, Theodore Dewey P.	B	Troy, N. Y.
Anderson, Martin Richard	P	New Britain, Conn.
Avery, Kleber Richmond	P	Hope Valley, R. I.
Avey, Joseph Milton	P	Covington, Ky.
Balentine, Warren Raymond	S	Coatesville, Pa.
Ball, William Homer	P	Yonkers, N. Y.
Banks, William Durr	P	White Plains, N. Y.
Barnes, Wayne Clifton	P	Needham, Mass.
Bass, Franklin McLain	S	Springfield, Mass.
*Bausch, Alfred August	P	Holyoke, Mass.
Beisaw, Clifford Joseph	P	Wilton, Me.
Bockoven, Harold Newton	P	Morristown, N. J.
Bohl, Linsey Timbrook	P	Plainfield, N. J.
Bowers, William Horace	P	Mansfield, Mass.
Brown, Harold Arthur	P	Amherst, Mass.
Brown, Robert Lee	P	Utica, N. Y.
Brown, Wallace McKinney	P	Chazy, N. Y.
Bubier, Richard	C	Oakland, Me.
Buchholtz, Frederick Hobson	S	New York City
Bursey, Lester George	P	Chelsea, Mass.
Chesley, George Luther	B	Concord, N. H.
Clarke, Henry Harrison	S	Westfield, N. Y.
*Claxton, Philip Harmon	P	Philadelphia, Pa.
*Clearwater, Ross Anthony	P	Deposit, N. Y.
Clowar, Lester Edward	P	Beacon, N. Y.
Cole, Albert Holsted	P	Paterson, N. J.
Collins, Stanley Newcomb	P	Ware, Mass.
Connors, Henry Eaton	P	Ludlow, Mass.
Corbin, Milton Kenney	S	Hazardville, Conn.

Corliss, Theodore Roosevelt	P	Chicopee, Mass.
Cornwell, Ellsworth Clarence	S	New Haven, Conn.
Cowan, George William	P	Springfield, Mass.
Crouch, Roger Wayland	B	Greenfield, Mass.
Danforth, Harold Russell	B	Haverhill, Mass.
Darling, Dewey Mason	P	South Bend, Ind.
Dean, Charles Lee	B	Ithaca, N. Y.
d'Eca, Raul	S	Rio de Janeiro, Brazil
Dixon, William Templeman	P	St. Louis, Mo.
Dodds, Archie	P	Troy, N. Y.
Doerty, Walter LaFayette	B	Findlay, Ohio
Douds, Alton Calvin	P	Allegany, N. Y.
Eckerson, Walter Snow	P	Cobleskill, N. Y.
Eggan, Francis Lynn	P	Rome, N. Y.
Eisenbrown, Edward Resser	P	Reading, Pa.
Ellinwood, Everett Heus	P	Goldsboro, N. C.
Fenton, Thomas Joseph	C	Warren, Mass.
Forbes, Lawrence David	P	Sanford, Me.
Fransen, Everett Arnold	P	Lynn, Mass.
*Fuller, Howard James	B	Fredonia, N. Y.
Gannon, William Burnett	P	Springfield, Mass.
Goerger, Harry Theodore	P	Huntington, N. Y.
Goetz, Arthur John	P	Monroe, Mich.
Gordon, Harold William	P	Lake Forest, Ill.
Gorton, Albert Joseph	P	Grahamsville, N. Y.
Granger, Walter Alley	P	Lynn, Mass.
Gresens, Arthur O. C.	P	Rochester, N. Y.
Hall, Cecil S.	P	East Longmeadow, Mass.
Hamilton, Ray Brodie	P	Los Angeles, Calif.
Hasbrook, Stephen Leaybron, Jr.	P	Amherst, Mass.
Hayden, Richard Frederick	P	Deering, Me.
Heidloff, Raymond Conrad	P	Cleveland, Ohio
Helberg, Harold Frank	P	Springfield, Mass.
Hinckley, Clyde Walter Lewis	C	Cleveland, Ohio
*Hirons, Harry Granthum	P	Pawtucket, R. I.
Huber, Carl Nicholas	P	Bath, N. Y.
Huff, Rolland Mowry	P	Ithaca, N. Y.
Hyde, Wallis Theodore	S	Watertown, N. Y.
James, George Arthur	P	Seymour, Conn.
King, Edwin Harris	P	Binghamton, N. Y.
Kistler, Harold LeRoy	P	Allentown, Pa.
Kline, Frank Huber	S	Martinsburg, West Va.
Laidlaw, James Thomas	B	Hamilton, Ont.
Law, Gordon	B	Washington, D. C.
LeVan, Jacob George	B	Mauch Chunk, Pa.
Liljenstein, Oscar John	P	New London, Conn.

Lilley, Ernest Arthur	B	Chicopee, Mass.
Loebs, Gilbert Frederick	P	Evansville, Ind.
*Logie, Edward	P	Pontiac, Mich.
Ludwig, Lawrence Theodore	P	Cleveland, Ohio
Lyman, Burdette William	P	Ware, Mass.
MacCullough, Allison Verne	B	Worcester, Mass.
MacDonald, William Ross, Jr.	P	Dorchester, Mass.
Mansfield, Wendell Doolittle	P	New Haven, Conn.
Marts, William Pepper	P	Montclair, N. J.
McElroy, Horatio Nelson	P	Monroe, N. Y.
Minott, Philip Henry	P	Springfield, Mass.
Moore, Milton George	C	Ludlow, Vt.
Morgan, Ronald Berry	P	Stratford, Ont.
Morr, Arthur Everett	P	Auburn, Ind.
Nettleton, Edwin Martin	C	Gardiner, Me.
Noble, Walker	B	Augusta, Me.
Nooney, Arthur James	P	Springfield, Mass.
Novarine, Ray Leon	B	Brooklyn, N. Y.
O'Brien, Roland Howard	P	Englewood, N. J.
*O'Donnell, Thomas Francis	P	Holyoke, Mass.
Oliver, John, Jr.	P	Mt. Holly, N. J.
Osgood, Warren Elwin	P	Pleasantville, N. Y.
Paine, Stanley Clifford	P	Worcester, Mass.
Parnell, Albert Augustus	P	Springfield, Mass.
Pecoraro, Louis Aloycious	P	Brooklyn, N. Y.
Peterson, Frank	S	Brooklyn, N. Y.
Pfaender, Henry Oscar	P	Portland, Ore.
Phillips, Harry	B	Passaic, N. J.
Pierce, Raymond Luther	P	Putnam, Conn.
Pike, George Rogers	P	Foxcroft, Me.
Pomeroy, Wilbur Van Ness	P	Dalton, Mass.
Poor, Harold	P	Plymouth, Pa.
*Pryor, Thomas Rexford	P	Schoharie, N. Y.
Quimby, Perry Emerson	P	Claremont, N. H.
Quimby, Rexford Clayton	P	Littleton, N. H.
Ralls, Marshall Putnam	P	Cleveland, Ohio
Rau, John Frederick	P	Allentown, Pa.
Reddick, Paul Christley	P	Grafton, West Va.
Redding, William Duke	P	Auburn, Me.
Reeves, Henry Clay	P	Vineland, N. J.
Rhodes, Herbert James	P	Ilion, N. Y.
Robbins, Everett Vaughn	B	Dixfield, Me.
Roberts, Thomas Percival	P	Boston, Mass.
Rockefeller, Harry Caleb	I	West Springfield, Mass.
Rosa, Gerald Edward	P	Binghamton, N. Y.
Sawyer, Frank Wilson	P	Lowell, Mass.

Schwartz, Roy Christian	P	LeSueur, Minn.
*Sears, H. Clifford	P	Kingston, N. Y.
Segado, Asencio	P	Buenos Aires, Argentina
*Sheffield, F. Earle	P	Worcester, Mass.
Shellenberger, Homer Melvin	P	Bradford, Ohio
Shelton, Gould Abijah	C	Bridgeport, Conn.
Shepard, Maurice Everand	P	Rochester, N. Y.
*Sibley, Raymond Fenton	P	Keene, N. H.
Sofield, Claude Wallace	P	Perth Amboy, N. J.
Stahl, Chalmer Fayette	P	Bradford, Ohio
*Staniels, Earl Howard	B	Concord, N. H.
Stegmaier, Charles Leroy	P	Plymouth, Mass.
Stepan, Miles John	C	Cedar Rapids, Iowa
Stoeber, John Bernhard	P	Reading, Pa.
Stone, James Russell	P	Worcester, Mass.
Sturn, Andrew Charles	P	Hartford, Conn.
Sutherland, George Lyndsaye	B	Newport, R. I.
Sylvester, Theodore Roosevelt	P	Revere, Mass.
Symonds, Willis Gayton	B	Beverly, Mass.
Taylor, George Alfred	P	Springfield, Mass.
Tefft, Merton Chapman	B	Earlville, N. Y.
Thomas, Walter Bronson	P	Carbondale, Pa.
Torrey, John Allen	B	Springfield, Mass.
Truman, Albert Ormond	B	Hamilton, Ont.
Van Hine, Walter	B	Passaic, N. J.
Ward, John Howe Robinson, Jr.	P	Norwood, Mass.
Weaver, Grant Park	B	Camp Hill, Pa.
Westbrook, Louis Frederick	P	Pontiac, Mich.
Weygant, Everett Ford	P	Monroe, N. Y.
Wheeler, George Daniel	B	Pittsburgh, Pa.
White, Francis Lewis	P	Bradford, Mass.
Williams, Carter Pearson	P	Norwich, Conn.
Wojnowski, Eugene	B	Rochester, N. Y.
Woodward, Arthur Baker	S	Springfield, Mass.
Yannicks, John Michael	S	Philadelphia, Pa.
Yutzler, Earnest Parker	P	Rome, N. Y.

One Hundred Fifty-seven Freshmen.

Preparatory Class (1926)

Berquist, Ivan Williams	P	Concord, N. H.
Boyson, Raymond Young	P	Brooklyn, N. Y.
Brown, Clayton Schiller	P	Staten Island, N. Y.
Carter, Thomas Clarence	B	Ellington, Conn.
*Crawford, Earle Cranston	P	Haverhill, Mass.
Cronin, Arthur David	P	Worcester, Mass.

Dixon, William Smith	P	Gloucester, Mass.
*Freeland, Lamont	P	Westville, Conn.
*Gordon, Harry David	P	Allentown, Pa.
Hammer, Frederick William	P	Rochester, N. Y.
Harper, Roland Nelson	P	Springfield, Mass.
Henderson, Thomas	P	Pawtucket, R. I.
Howard, Kenneth Edward	P	Springfield, Mass.
Ives, Franklin Janes	B	Pasadena, Calif.
Juppe, Ralph Frederick	S	New York City
Kakenmester, Edward Peter	P	Maspeth, N. Y.
McKillop, William Howard	P	Brooklyn, N. Y.
Newport, Howard Benjamin	P	Torrington, Conn.
Noftle, Norman John	P	Chelsea, Mass.
Perschke, Richard Reinhold	P	Springfield, Mass.
Reed, Allan Crocker	B	Roxbury, Mass.
Rudert, John Richard	P	Allentown, Pa.
*Stickney, Maurice McKeen	P	Staten Island, N. Y.
Tyrrell, Lewis Robert	P	Gloversville, N. Y.
Wadlund, Victor Hillman Gabriel	P	Hartford, Conn.
White, Edmund	P	Newport, R. I.

Twenty-six Preparatory.

Summary 1921-1922

	Secretarial	County	Boys	Industrial	Physical	Total
Seniors,	5	7	4	3	58	77
Juniors,	8	3	9		54	74
Sophomores,	9	3	7		61	80
Freshmen,	12	7	26	1	111	157
Preparatory,	1		3		22	26
	<hr/> 35	<hr/> 20	<hr/> 49	<hr/> 4	<hr/> 306	<hr/> 414

States Represented

California,	4	Nebraska,	1
Connecticut,	27	New Hampshire,	11
District of Columbia,	3	New Jersey,	36
Idaho,	1	New York,	96
Illinois,	1	North Carolina,	2
Indiana,	11	Ohio,	17
Iowa,	1	Oregon,	1
Kentucky,	1	Pennsylvania,	25
Maine,	14	Rhode Island,	7
Maryland,	2	South Dakota,	1
Massachusetts,	101	Texas,	1
Michigan,	10	Vermont,	4
Minnesota,	1	Virginia,	2
Missouri,	2	West Virginia,	3

Countries Represented

Canada,	8	Hawaiian Islands,	1
Argentina,	1	Italy,	1
Brazil,	1	Mexico,	2
China,	4	Peru,	1
Cilicia,	1	Philippine Islands,	2
England,	1	South Australia,	1
Germany,	1	Uruguay,	3

S Secretarial.
 C County.
 B Boys.
 I Industrial.
 P Physical.
 * Partial Course.

Students 1922-1923

Postgraduate

Colcord, Elmer Danforth, A. A., S. T. B.

S Springfield, Mass.

Senior Class (1923)

Abercrombie, Edward Francis	P	Bridgeport, Conn.
Adams, Oliver Justin	P	Chelsea, Mass.
Anderson, Harry Wright	P	Auburn, Neb.
Aylsworth, George Hiram	P	Rochester, N. Y.
Bahn, Jesse Richard	S	Binghamton, N. Y.
Bass, Kendall Dailey	B	Springfield, Mass.
Batchelder, Philip	B	Cambridge, Mass.
Bauer, Fred Louis	P	Auburn, Ind.
Bronson, Elliott Pettibone	C	Winchester Center, Conn.
Burr, John Harold, Jr.	P	Springfield, Mass.
Chang, Sing Fu	P	Shanghai, China
Chase, William Bartlett	P	New Bedford, Mass.
Chiapella, Emilio	P	Montevideo, Uruguay
Civiletto, Frank Jerry	P	Cleveland, Ohio
Courtney, Walter Allen	P	Maynard, Mass.
Cranton, Herbert Samuel	P	Abington, Mass.
Cross, Hartley William	S	Minlaton, South Australia
Davis, Harry Hudson, Jr.	P	Morristown, N. J.
Dillenbeck, Ben Stephen	P	Dansville, N. Y.
Drennan, John Francis	P	Springfield, Mass.
Emmons, Cornelius Arthur, Jr.	P	Perth Amboy, N. J.
Engleman, Harry August	B	Rockaway, N. J.
Fisher, Harold Frederick	P	Augusta, Me.
Fuhr, Percy John	P	Port Chester, N. Y.
Gibson, Thomas Allan	B	Rochester, N. Y.
Goodrich, Charles Lyman	P	Taunton, Mass.
Heald, Maurice Elmer	B	Newport, N. H.
Herron, Carl Binton	P	Grand Rapids, Mich.
Hoh, Gunsun	P	Shanghai, China
Kaiser, Armin Jacob	C	Evansville, Ind.
Kitchibeyan, Boghos Abraham	C	Constantinople, Turkey
Lane, Russell Montgomery	C	Riverhead, N. Y.
Lash, Dale William	P	Oil City, Pa.
*Law, Joseph Samuel	P	Manchester, N. H.

LeBrun, John Joseph	S	Brooklyn, N. Y.
Lloyd, Frank Sydney	P	London, England
MaLette, Harry Lathaniel	P	Springfield, Mass.
Manherz, Jesse Omer Price	P	Waynesboro, Pa.
Maynard, Floyd Miles	C	Millers Falls, Mass.
McClumpha, Francis Roy	P	Amsterdam, N. Y.
Merriman, John Spence, Jr.	P	Holyoke, Mass.
Miller, Lawrence Arden	P	Pittsfield, Mass.
Mitchell, William Henry, Jr.	S	Princeton, N. J.
Moles, Burwell Oscar	P	Warrensburg, Mo.
Mooney, Bernard Francis	P	Worcester, Mass.
Moore, Clifton Robert	P	Taunton, Mass.
More, Arthur Louis	P	Holyoke, Mass.
Mountain, Harold Augustus	B	Hamilton, Ont.
Nash, Willard Lee	P	Holt, Mo.
Nossek, Harry Joseph	P	New London, Conn.
Pasho, Ralph Stanley	P	Syracuse, N. Y.
Pereyra, Julio	P	Montevideo, Uruguay
Pitts, Philip Samuel	S	Plattsburg, N. Y.
Pucillo, Joseph	S	Newark, N. J.
Read, Forrest Goodell	P	Springfield, Mass.
Rector, Marshall Alfred	P	Springfield, Mass.
Risedorph, Allen Edward	P	Grand Rapids, Mich.
Robbins, Francis Allen	P	Chelsea, Mass.
Seeders, Edwin Rowland	B	Hobbs, Md.
Simmons, Frank Maitland	P	Richford, Vt.
Stacy, Leland Lorenzo	B	Wellesley, Mass.
Staudenmayer, Frederick	P	Utica, N. Y.
Stearns, William Lowell	P	New London, Conn.
Stevenson, William Chipman	P	Baldwinsville, N. Y.
Stone, Robert	P	Schenectady, N. Y.
Stout, Ralph Albert	P	Reading, Pa.
Suvoong, Thomas Housing	P	Shanghai, China
Todd, Seymour Studley	P	Springfield, Mass.
Walker, Herbert	P	Providence, R. I.
Walmer, Irwin George	P	Myerstown, Pa.
Walsh, Aquila Lee	P	Springfield, Mass.
Zimmerman, George Elwood	P	Big Pool, Md.

Seventy-two Seniors.

Junior Class (1924)

Adams, Harold Gillet	B	Newton Center, Mass.
Aldrich, Theodore Dewey P.	B	Victor, N. Y.
Allen, Arthur Albert	P	Springfield, Mass.
Allen, Fred William	P	New York City
Amann, Lawrence Carl	P	Rochester, N. Y.

Arzrouni, Vrouir	P	Cairo, Egypt
Ashbrook, Willard Pettitt	P	Richmond, Va.
Barkman, Leon Barret	S	Hackensack, N. J.
Barron, Hugh Chapman	P	Pittsfield, Mass.
Bearse, Vernon Burlingame	P	Hyannis, Mass.
Beukema, Christian	P	Grand Rapids, Mich.
Borst, Glenn Carl	P	Syracuse, N. Y.
Bullock, James Edwin	P	Rochester, N. Y.
Cannon, Minous	P	Perth Amboy, N. J.
Chang, Yuan Yuig	P	Kiangin, China
Clevenger, Leander Stanley	C	Haddonfield, N. J.
Clough, George Kenneth	B	Springfield, Mass.
Converse, Everett Chester	P	Springfield, Mass.
Danielson, Andrew John	P	New Britain, Conn.
Davis, Frederick	P	Chelsea, Mass.
Deming, Walter Ennis	P	Farmington, Conn.
Duncan, Millard Stanley	S	Millbrook, N. Y.
*Dyer, Emmett Dwight	P	Indianola, Iowa
Elbel, Clarence Adolph	P	South Bend, Ind.
Everts, Lester Grant	P	Gardiner, N. Y.
Finley, Otis Ezekiel	P	Akron, Ohio
Forbes, George Robert	P	Fitchburg, Mass.
Furnadjieff, Vasil	S	Sofia, Bulgaria
Graf, William Irving	P	Stamford, Conn.
Granger, Walter Alley	P	East Lynn, Mass.
Grassi, Agosto Hugo	P	Montevideo, Uruguay
Hamilton, Ray Brodie	P	Springfield, Mass.
Hamm, William Albert	P	Bridgeport, Conn.
Hanson, Raymond Willis	P	Washington, D. C.
Harsky, Joseph Edward	P	Odessa, Russia
Hoaglund, Conrad Hilding	B	New Britain, Conn.
Hutto, Louis Edgar	P	Manhattan, Kansas
Johnson, Harry Charles	P	Dayton, Ohio
Kent, Willis Haines	B	Coatesville, Pa.
*Kiff, Frank Herbert	P	Hammondsport, N. Y.
Kontner, Everett Reeves	P	Nelsonville, Ohio
Lang, John Gilbert	P	St. Thomas, Ont.
Lindsay, William Thomas	P	Wollaston, Mass.
Lorenz, Alfred Lloyd	P	Woodridge, N. J.
Loveland, Norman Stone	C	Bristol, Conn.
McCollam, Robert Martin	S	Springfield, Mass.
McCourt, George	P	Brooklyn, N. Y.
McCutcheon, James Duff	P	Newark, N. J.
Munson, Harry Leonard	P	Jamestown, N. Y.
Murphy, Maynard Scott	P	Rochester, N. Y.
Norrfeldt, Eric Gustaf	P	New Britain, Conn.

Oosting, Raymond	P	Grand Rapids, Mich.
Rasch, John	P	Middletown, Conn.
Reeves, Henry Clay	P	Vineland, N. J.
Reid, David Hector	P	Hamilton, Ont.
Rodriguez, Tomas Benjamin	S	Mexico City, Mexico
Russell, Harold Windlow	S	Kane, Pa.
Sayles, Clarence Wilson	P	Hornell, N. Y.
Schafer, Louis Herman	P	Batavia, N. Y.
Scouten, George Frederick	B	Brooklyn, N. Y.
Smith, Willard Nathaniel	P	South Hamilton, Mass.
Staley, Leo Gordon	P	Johnstown, N. Y.
Stoeber, John Bernhard	P	Reading, Pa.
Stone, Charles Summer	I	St. Louis, Mo.
Swartz, Melvin Myer	S	East Syracuse, N. Y.
Takeuchi, Deuchi	C	Hanapepe, Kauai, Hawaii
Tousley, Charles Vernon	P	Burlington, Vt.
Watters, Warren William	P	South Bend, Ind.
Westrup, Franklin Oliver	P	Monterey, Mexico
Wilson, Donald Andrew	P	New York City
Young, John Gilmore	B	Brooklyn, N. Y.

Seventy-one Juniors.

Sophomore Class (1925)

Allen, Homer Richardson	P	Concord Junction, Mass.
Anderson, Martin Richard	P	New Britain, Conn.
Avery, Kleber Richmond	P	Hope Valley, R. I.
Avey, Joseph Milton	P	Covington, Ky.
Balentine, Warren Raymond	S	Coatesville, Pa.
Ball, William Homer	P	Yonkers, N. Y.
Banks, William Durr	P	White Plains, N. Y.
Barnes, Wayne Clifton	P	Needham Heights, Mass.
Bass, Franklin McLain	S	Springfield, Mass.
Bean, Perry William	P	Hartford, Conn.
Bockoven, Harold Newton	P	Morristown, N. J.
Bohl, Linsey Timbrook	P	Plainfield, N. J.
Bowers, William Horace	P	Barrington, R. I.
Brown, Harold Arthur	P	Amherst, Mass.
Brown, Robert Lee	P	Utica, N. Y.
Brown, Wallace McKinney	P	Chazy, N. Y.
*Bubier, Richard	C	Oakland, Me.
Bursey, Lester George	P	Chelsea, Mass.
Chesley, George Luther	B	Concord, N. H.
Clarke, Henry Harrison	S	Westfield, N. Y.
Clearwater, Ross Anthony	P	Deposit, N. Y.
Cole, Albert Holsted	P	Paterson, N. J.

Collins, Stanley Newcomb	B	Ware, Mass.
*Connors, Henry Eaton	P	Ludlow, Mass.
Corbin, Milton Kenney	S	Hazardville, Conn.
Cowan, George William	P	Springfield, Mass.
Crouch, Roger Wayland	B	Greenfield, Mass.
Darling, Dewey Mason	P	South Bend, Ind.
Davidson, James Leon	P	Worcester, Mass.
Dean, Charles Lee	B	Athens, Pa.
d'Eca, Raul	S	Rio de Janeiro, Brazil
Dixon, William Templeman	P	St. Louis, Mo.
Dodds, Archie	P	Troy, N. Y.
Eckerson, Walter Snow	P	Cobleskill, N. Y.
Eggan, Francis Lynn	P	Rome, N. Y.
Ellinwood, Everett Heus	P	Goldsboro, N. C.
Fenton, Thomas Joseph	C	Warren, Mass.
Forbes, Lawrence David	P	Sanford, Me.
Goerger, Harry Theodore	P	Huntington, N. Y.
Gordon, Harold William	P	Lake Forest, Ill.
Gorton, Albert Joseph	P	Ellenville, N. Y.
*Hall, Cecil Steeves	P	East Longmeadow, Mass.
*Hasbrook, Stephen Leaybron, Jr.	P	Amherst, Mass.
Hayden, Richard Frederick	P	Portland, Me.
Heidloff, Raymond Conrad	P	Cleveland, Ohio
Hinckley, Clyde Walter Lewis	C	Cleveland, Ohio
Huff, Rolland Mowry	P	Ithaca, N. Y.
Hyde, Wallis Theodore	B	Watertown, N. Y.
James, George Arthur	P	Seymour, Conn.
Kennedy, Carr Foss	P	Augusta, Me.
King, Edwin Harris	P	Binghamton, N. Y.
Kistler, Harold LeRoy	P	Allentown, Pa.
Ko, Sik Wai	P	Hongkong, China
LaBree, Laurence Winthrop	P	Providence, R. I.
Lagoudakis, Harry Glegoriou	S	Constantinople, Turkey
Laidlaw, James Thomas	B	Hamilton, Ont.
LeBan, Jacob George	B	Mauch Chunk, Pa.
Liljenstein, Oscar John	P	New London, Conn.
Lilley, Ernest Arthur	B	Chicopee, Mass.
Loebs, Gilbert Frederick	P	Evansville, Ind.
*Lord, Clifton Eugene	P	North Brooksville, Me.
Ludwig, Lawrence Theodore	P	South Euclid, Ohio
Lyman, Burdette William	B	Ware, Mass.
MacCullough, Allison Verne	B	Worcester, Mass.
MacDonald, William Ross, Jr.	P	Dorchester, Mass.
Mansfield, Wendell Doolittle	P	New Haven, Conn.
Marts, William Pepper	P	Montclair, N. J.
Mason, Victor Lewis	P	Pittsburgh, Pa.

McElroy, Horatio Nelson	P	Monroe, N. Y.
Morgan, Ronald Berry	P	Stratford, Ont.
Morr, Arthur Everett	P	Auburn, Ind.
Nettleton, Edwin Martin	S	Gardiner, Me.
Newport, Howard Benjamin	B	Torrington, Conn.
*Nooney, Arthur James	P	Springfield, Mass.
Novarine, Ray Leon	B	Hollis, N. Y.
O'Brien, Roland Howard	P	Englewood, N. J.
Oliver, John, Jr.	P	Mt. Holly, N. J.
*Osgood, Warren Elwin	P	Pleasantville, N. Y.
Paine, Stanley Clifford	P	Worcester, Mass.
Pashkovsky, Boris	P	San Francisco, Calif.
Pecoraro, Louis Aloycious	P	Brooklyn, N. Y.
Pfaender, Henry Oscar	P	Portland, Ore.
Phillips, Harry	B	Passaic, N. J.
Pierce, Raymond Luther	P	Putnam, Conn.
Poor, Harold	P	Plymouth, Pa.
Quimby, Perry Emerson	P	Claremont, N. H.
Quimby, Rexford Clayton	P	Littleton, N. H.
Rau, John Frederick	P	Allentown, Pa.
Reddick, Paul Christley	P	Grafton, West Va.
Rhodes, Herbert James	P	Ilion, N. Y.
Robbins, Everett Vaughn	B	Dixfield, Me.
Roberts, Thomas Percival	P	Boston, Mass.
Schwartz, Roy Christian	P	LeSueur, Minn.
Sears, Henry Clifford	P	Kingston, N. Y.
Segado, Asencio	P	Buenos Aires, Argentina
Shellenberger, Homer Melvin	P	Bradford, Ohio
Shelton, Gould Abijah	C	Bridgeport, Conn.
Shepard, Maurice Everand	I	Rochester, N. Y.
Sibley, Raymond Penton	P	Keene, N. H.
Smith, Harmon Allen	P	New York City
Stegmaier, Charles Leroy	P	Plymouth, Mass.
*Stone, James Russell	P	Worcester, Mass.
Stull, Frederick Chapin	P	Torrington, Conn.
Sturm, Andrew Charles	P	Hartford, Conn.
Sylvester, Theodore Roosevelt	P	Revere, Mass.
Symonds, Willis Gayton	B	Brockton, Mass.
Taylor, George Alfred	S	Springfield, Mass.
Tefft, Merton Chapman	B	Earlville, N. Y.
Thomas, Walter Bronson	P	Carbondale, Pa.
Truman, Albert Ormond	B	Hamilton, Ont.
Van Hine, Walter	B	Passaic, N. J.
Ward, John Howe Robinson, Jr.	P	Norwood, Mass.
Weaver, Grant Park	B	Camp Hill, Pa.
Weygant, Everett Ford	P	Highland Mills, N. Y.

Wheeler, George Daniel	B	Pittsburgh, Pa.
White, Francis Lewis	P	Bradford, Mass.
Wojnowski, Eugene	B	Rochester, N. Y.
Woodward, Arthur Baker	S	Springfield, Mass.
Yannicks, John Michael	S	Philadelphia, Pa.
Yutzler, Earnest Parker	P	Camden, N. Y.

One Hundred Twenty Sophomores.

Freshman Class (1926)

Abell, Edward Ellis	P	Westfield, Mass.
Aldrich, Gerald Cassius	P	Victor, N. Y.
Allard, William John	B	Tacoma, Wash.
Allen, Donald Nelson	P	Friendship, N. Y.
*Ames, Leroy Sylvester	P	Putnam, Conn.
Bachman, Bert Paul	P	Hazleton, Pa.
*Baird, Robert Stevens	P	Bridgeport, Conn.
*Berlind, Frederick Robert	S	Springfield, Mass.
Bermudez, Rafael	P	Havana, Cuba
Berquist, Ivan William	P	Wakefield, Mass.
Berry, Robert Theodore	P	Springfield, Mass.
Berthelon, George	C	New York City
Bond, Edwin Ephraim	S	Needham, Mass.
Boyson, Raymond Young	P	Brooklyn, N. Y.
Braden, Lewis	P	Oklahoma City, Okla.
Brockner, Herbert Edward	S	Hackensack, N. J.
Brooks, Walter Michael	P	Hyannis, Mass.
Brown, Clayton Schiller	B	Staten Island, N. Y.
Buckley, Alfred Edwin	P	Ware, Mass.
Bugbee, Clarence Andrews	P	Wallingford, Vt.
Burdon, Philip Henry	B	Gilbertville, Mass.
*Buswell, Myron Otis	S	Nashua, N. H.
Buxton, Bertram Moreland	P	Salem, Mass.
Cammarn, Irven Harper	P	Columbus, Ohio
Carter, Thomas Clarence	B	Northbridge, Mass.
Chambers, Thomas Henderson	P	South Manchester, Conn.
Claridge, Albert Steele	P	Haverhill, Mass.
Coxwell, George Bernice	P	Montgomery, Ala.
Crawley, Richard Francis	P	Montclair, N. J.
Crocker, Mansfield	P	Osterville, Mass.
Crosby, Fred DeForest	P	Phelps, N. Y.
Davidson, Robert Francis	P	Wyoming, Pa.
Davis, Richard Ion	P	Morristown, N. J.
Detrick, Wallace Large	P	Springfield, Mass.
Dixon, William Smith	P	Gloucester, Mass.
Donley, Donald McLeish	I	Cleveland, Ohio
Driscoll, Frank	P	South Orange, N. J.

Durr, Miles Harry	B	Utica, N. Y.
Edwards, Robert Marsh	P	Dixfield, Me.
Elliot, Robert Gray	P	Springfield, Mass.
Erickson, James Hildreth	P	Mittineague, Mass.
Finn, William Shanks	P	Newark, N. J.
Fish, Paul Sterling	P	Worcester, Mass.
Fowler, Lancelot	P	Whitinsville, Mass.
Fuller, Clifford Leroy	P	Orange, Mass.
Gates, Jack McArthur	P	Binghamton, N. Y.
Genter, Arthur Earl	P	Schenectady, N. Y.
George, Roland James	P	Rochester, N. Y.
German, Arthur Charles	P	Lebanon, Pa.
Globisch, Emanuel Frederick	P	Lancaster, Pa.
Grimes, Edward France	S	Johnstown, N. Y.
Grimshaw, William McKinley	P	Heron, N. Y.
Grinnell, Gerald Bernarr	P	Gloversville, N. Y.
Grunnagle, William Oliver	P	Pittsburgh, Pa.
Hagberg, Abner August	S	Jamestown, N. Y.
Hall, Wayne Merriam	S	Meriden, Conn.
Hamlin, Harold Conant	S	Schenectady, N. Y.
Hamlin, Willard Chauncey	P	Binghamton, N. Y.
Hirst, John Lincoln	S	Fairhaven, Mass.
Hultman, John Russell	P	Eggertsville, N. Y.
Ives, Franklin Janes	B	Pasadena, Calif.
Jones, Harold William	P	Newport, R. I.
Juppe, Ralph Frederick	S	New York City
Kakenmester, Edward Peter	P	Maspeth, N. Y.
Kitching, Norman Elwood	P	Sanford, Me.
Klaubert, Carl Henry	S	Manchester, N. H.
Krum, Milton William	P	North Tonawanda, N. Y.
Ladd, Clement George	B	Royalton, Vt.
Lancaster, Richard Carlton	S	Exeter, N. H.
Lawton, Kenneth Van Zandt	P	Troy, N. Y.
LeBleu, Cornelius Moelyker	P	Patchogue, N. Y.
Leety, Clarence Philip	P	Pittsburgh, Pa.
Leonard, Clarence Gilmer	B	Lexington, N. C.
MacLachlan, Clarence Hunt	S	Chesley, Ont.
Madan, Edwin Stanley	P	Berlin, N. H.
Marga, Theodore	P	Brooklyn, N. Y.
Mathias, Chauncy Limbach	P	New Philadelphia, Ohio
McClelland, Allan	P	Newark, N. J.
McKillop, William Howard	P	Brooklyn, N. Y.
Miller, Dudley Porter	P	Plantsville, Conn.
Miller, Paul Edward	P	Lancaster, Pa.
Morgan, Cecil Wentworth	P	New Castle, Pa.
Morse, Arthur Snowman	P	Brockton, Mass.

Munson, Harold Depuy	S	Ellenville, N. Y.
Noftle, Norman John	P	Chelsea, Mass.
Norrie, Lawrence Edward	C	Franklinville, N. J.
Oates, John Wesley	B	Fall River, Mass.
Ott, Franklin Ernest	P	Dansville, N. Y.
Perry, Harvey Edward	P	Newark, N. J.
Perschke, Richard Reinhold	P	Springfield, Mass.
*Peterson, Roy Eugene	P	Wilton, Conn.
Poyer, Max Wayne	P	Williamsport, Pa.
Preble, Howard William	P	Ayer, Mass.
Ratcliffe, Theodore Lincoln	P	Auburn, Me.
Reed, Allan Crocker	B	Roxbury, Mass.
Robbins, Herbert Alfred	P	Springfield, Mass.
Rogers, Fred Peckham	P	North Troy, N. Y.
Rosencrans, Forrest Windfield	P	Walden, N. Y.
Ross, Hazen Albert	B	Springfield, Mass.
Rudert, John Richard	P	Allentown, Pa.
Russell, Lloyd Lynne	P	Derby, Conn.
Saxon, Raymond Whitely	B	East Sangus, Mass.
Schnaidt, Herbert Henry	P	New Britain, Conn.
Searl, Loren Rawson	P	Victor, N. Y.
Seidel, Raymond Walker	P	Rochester, N. Y.
Sexton, Harvey Steven	P	Deposit, N. Y.
Shafer, Ross Orville	P	Phalanx, Ohio
Shanks, Henry Laird	P	East Orange, N. J.
Shaw, Elisha Hermann, Jr.	P	Middleboro, Mass.
Shaw, Joseph Ernest, Jr.	P	Yonkers, N. Y.
Shuttleworth, Ira Vernon	P	Portsmouth, N. H.
Simonson, Clarence Frank	P	Lynbrook, N. Y.
Sleeter, Charles Wesley	S	Meriden, Conn.
Smith, Ernest Banks	P	Whitinsville, Mass.
Smith, Gaylord Laurens	B	Oneonta, N. Y.
Snowden, Orra Harley	P	Covington, Ky.
Spencer, Earle Sabin	P	Putnam, Conn.
Staniels, Earl Howard	B	Concord, N. H.
*Stewart, Clinton Hazen	P	Rumford, Me.
Tyrrell, Lewis Robert	P	Gloversville, N. Y.
Veith, Loran William	S	Meadville, Pa.
Vibberts, Charles Dana	P	New Britain, Conn.
Weatherall, Allan Beresford	P	Southampton, Ont.
Weeks, Hubbard Taylor	P	Hardwick, Vt.
West, Wilbur Dickson	P	Melrose, Mass.
White, Edmund	P	Newport, R. I.
White, William Carl	P	Stratford, Ont.
*Wilklow, Lloyd Vincent	B	Ellenville, N. Y.
Williams, Kenneth Adelbert	S	Auburn, N. Y.

Wilson, William Max	P	Buffalo, N. Y.
Wohlers, Frederick Henry	P	Brooklyn, N. Y.
Wylie, John Austin	B	Gilbertville, Mass.
Zauche, Herbert Ernest	S	Dalton, Mass.

One Hundred Thirty-three Freshmen.

Preparatory Class (1927)

Adams, Harry Millison	P	Easton, Pa.
Clark, Carroll Willard	P	Springfield, Mass.
Fisher, Fred Gordon, Jr.	P	Red Bank, N. J.
Gabriel, Victor Hugo	P	Melrose, Mass.
Gilliam, James Herbert	P	Sewickley, Pa.
Graham, Leland A.	P	Gladstone, N. J.
Kiggins, Brooks Marrion	P	Syracuse, N. Y.
Klambt, Fritz Ernest	P	Springfield, Mass.
Lisk, Laurence Wallace	P	Rockville, Conn.
McKinstry, William Frank	P	Southbridge, Mass.
Morris, Sydney Arthur	P	New Haven, Conn.
Murray, Charles Grover	P	Templeton, Mass.
Nestle, Markalee Howard	P	Gloversville, N. Y.
Pease, Charles Henry	P	Springfield, Mass.
Pease, Herbert Oraine	I	Springfield, Mass.
Ward, Frank Berwin	B	New York City

Sixteen Preparatory.

Summary 1922-1923

	Secretarial	County	Boys	Industrial	Physical	Total
Postgraduate,	1					1
Seniors,	7	5	8		52	72
Juniors,	7	3	7	1	53	71
Sophomores,	10	4	21	1	84	120
Freshmen,	18	2	16	1	96	133
Preparatory,			1	1	14	16
	—	—	—	—	—	—
	43	14	53	4	299	413

States Represented

Alabama,	1	Nebraska,	1
California,	2	New Hampshire,	12
Connecticut,	36	New Jersey,	30
District of Columbia,	1	New York,	99
Illinois,	1	North Carolina,	2
Indiana,	7	Ohio,	12
Iowa,	1	Oklahoma,	1
Kansas,	1	Oregon,	1

Kentucky,	2	Pennsylvania,	31
Maine,	12	Rhode Island,	6
Maryland,	2	Vermont,	5
Massachusetts,	105	Virginia,	1
Michigan,	4	Washington,	1
Minnesota,	1	West Virginia,	1
Missouri,	4		

Countries Represented

Canada,	9	Egypt,	1
Argentina,	1	Hawaiian Islands,	1
Brazil,	1	Mexico,	2
Bulgaria,	1	South Australia,	1
China,	5	Turkey,	2
Cuba,	1	Uruguay,	3
England,	1	Russia,	1

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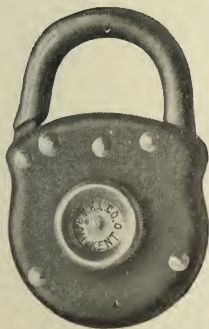
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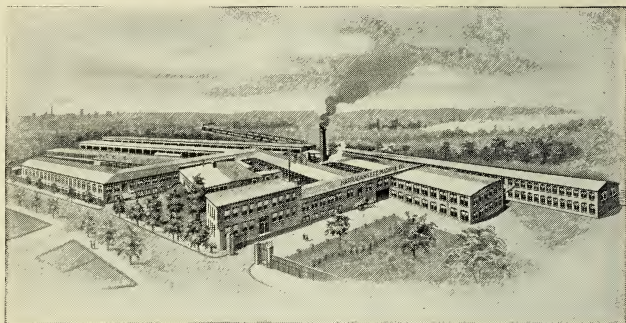
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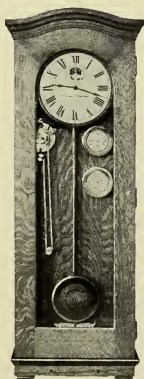


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